Recognition of Prior Learning and Assessment Kit

BSB60407

Advanced Diploma of Management

RTO: Australian Salesmasters Training Company ABN		NTIS Id: 6854	Document No:	Page 1 of 16
Document Id: BSB40607 Advanced Diploma of Management Business RPL & Assessment Resources Kit		Modified on: 08/07/2011 by Brian Roberts		Version: NSW1
Issue Date: 08/07/2011	Review Date:08/07/2012	Authorised by: Mr. David Jackson		
Developed by: Brian Roberts	Source:			
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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 the Registered Training Organisation for assessment.

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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 *AQTF 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 applicants completion of the outcomes stated in the respective unit of competency

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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.

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.

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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:

> A range of appropriate assessment methods/evidence gathering techniques is used to determine competency

> Evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided

> The evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice

> Assessment meets the rules of evidence

> A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

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.

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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 hand written (Pleas 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.

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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.

  o Each piece of evidence is clearly identifiable as the candidate's own work
  o 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
  o Candidate's verbal or written accounts of what they can do are supported by actual evidence, such as work examples, products, etc.

- Be current.

  o   demonstrates that the applicant can apply the competency in their current work
  o   reflects work carried out by the candidate over a period of time.
  o   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:

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

- Be verifiable.

- Be reliable.

- Be sufficient*:*

  o   includes all the critical aspects of evidence presented in the unit Evidence Guide, including the specific evidence requirements listed
  o   covers the full range of performance identified in the unit
  o   shows competency over a period of time and in different contexts
  o   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 labeled 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. 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 AQTF Descriptor

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This is a training program that leads to the completion of the Australian Government's Business Services Training Package. It will equip participants with the essential knowledge, skills and attributes required to work effectively in positions that require conceptual, operational and supervisory capabilities. A qualification providing participants with practical skills in the area of Business Administration.

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

Australian Quality Training Framework Level – Level V

Australian Quality Training Framework Level – Level VI

Characteristics of Learning Outcomes
- **Breadth, depth and complexity of knowledge and competencies** would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine**.**
- **Leadership and guidance** are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.
- **Performance of a broad range of skilled applications** including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills.
- **Applications** involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes
Do the competencies enable an individual with this qualification to:
- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems

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- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

About This Course:

The BSB60407 Advanced Diploma of Management has been designed to equip the participants with the essential skills, knowledge and attributes required to work effectively in any industry. Business Managers are required to perform a multitude of tasks ranging from, managing business functions, recruitment, selection, induction project management and workplace effectiveness

To be awarded the BSB60407 Advanced Diploma of Management the following eight (8) units are to be undertaken:

Unit No	Unit Title
BSB INN601B	Manage organisational change
BSBMGT605B	Provide leadership across the organisation
BSBMGT616A	Develop and implement strategic plans
BSBRSK501A	Manage risk
BSBSUS501A	Develop workplace policy and procedures for sustainability
BSBMGT608C	Manage innovation and continuous improvement
BSBMGT617A	Develop and implement a business plan
BSBOHS601B	Develop a systematic approach to managing OHS

Information regarding the performance criteria to be satisfied and essential evidence for each unit may be located at training.gov.au.

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PREPARING 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.

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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
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Feedback to candidate:

The candidate's overall performance was:

Satisfactory　☐　　　Not Satisfactory　☐

Signature of Assessor/Observer:	
	Dated:　　　/　　/201
Signature of candidate/Assessee:	
	Dated:　　　/　　/201

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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
- Perform ace 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

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

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 ☐ ☐ ☐ ☐ Assessor signature: Dated: _____/_____/201_	

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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:
{List unit of competency title}

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?**	**Yes**	**Needs more experience**	**N/A**
{List tasks of elements or skills and knowledge from unit of competency}	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Comments or notes by third party:

The candidate's overall performance was:

Satisfactory ☐   Not Satisfactory ☐

Signature of Third Party provide of testimony:	
	Dated: / /201
Position:	**Contact phone number or email:**
Signature of candidate:	
	Dated: / /201
Position:	**Contact phone number or email:**

RPL assessor to complete

Evidence is: Valid   Sufficient   Authentic   Current

                    ☐   ☐   ☐   ☐

RPL Assessor signature:

Dated: _____/_____/200_

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The RPL application

RECOGNITION OF PRIOR LEARNING COVER SHEET

Program:
Code: **BSB60407** **Title:** **Advanced Diploma of 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

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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.					

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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 Business Services 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

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THE FOLLOWING ARE EXAMPLES OFCOMPLETED:

1. LEARNING ENVIRONMENT COMPETENCY STANDARD

BSBINN601A	Manage organisational change	
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to determine strategic change requirements and opportunities, and to develop, implement and evaluate change management strategies. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.	
Application of the Unit	This unit applies to managers with responsibilities that extend across the organisation or across significant parts of a large organisation. They may have a dedicated role in human resources management, human resources development, or work in a strategic policy or planning area. The unit takes a structured approach to change management and applies to people with considerable work experience and organisational knowledge	

Element		Performance Criteria	Tick if evidence provided (✓)
1. Identify change requirements/ opportunities	1.1	Identify strategic change needs through an analysis of strategic plans	
	1.2	Review existing policies and practices against strategic objectives to identify change requirements	
	1.3	Monitor trends in the external environment to identify events or trends which impact on the achievement of organisation's objectives	
	1.4	Identify major operational change requirements due to performance gaps, business opportunities or threats, or management decisions	
	1.5	Review and prioritise change requirements/opportunities with relevant managers	
	1.6	Consult specialists and experts to assist in the identification of major change requirements/opportunities	
2. Develop change management strategy	2.1	Undertake cost benefit analysis for high priority change requirements/opportunities	
	2.2	Undertake risk analysis, identify barriers to change, and agree and document mitigation strategies	
	2.3	Develop change management project plan	
	2.4	Obtain approvals from relevant authorities to confirm the change management process	
	2.5	Assign resources to the project and agree reporting protocols with relevant managers	
3. Implement change management strategy	3.1	Develop communication/education plans in consultation with relevant groups and individuals	
	3.2	Develop communication/education plan to promote the benefits of the change to the organisation and to minimise loss	
	3.3	Arrange activities to deliver the communication/education plans to all relevant groups and individuals	
	3.4	Consult with relevant groups and individuals for input to the change process	
	3.5	Identify and respond to barriers to the change in accordance with risk management plans	

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	3.6	Action interventions and activities set out in project plan in accordance with project timetable	
	3.7	Activate strategies for embedding the change	
	3.8	Conduct regular evaluation and review, and modify project plan where appropriate to achieve change program objectives	

Qualifications Gained (Tick the appropriate box) O RTO credential O Tertiary institution credential (university) O Company training course O Previous employer training course O Accredited Tertiary/Secondary course O Other training course (please specify)	**Portfolio Evidence Attached** (Tick the appropriate box) O Sample of work completed O References and Testimonials O Letter of Validation O Certificate O Statement of results O Awards O Other (specify)
Observation provided by: (Tick the appropriate box) O Person holding unit of competency O Supervisor familiar with work O Independent expert	**Written testimonial provided covering:** (Tick the appropriate box) O Knowledge (written report or paper) O Work experience O Life experience
Signed:	**Date completed:**
Name in Full:	**Contact email:**

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2. A GUIDE TO THE COLLECTION OF EVIDENCE

<table>
<tr><td colspan="3">A guide to the collection of evidence for:
BSBINN601A Manage organisational change</td></tr>
<tr><td colspan="3">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.
Assessment must reflect the endorsed Assessment Guidelines of the Business Services Training Package</td></tr>
<tr><td colspan="3">Overview of Assessment</td></tr>
<tr><td colspan="3">To demonstrate competency against this unit candidates must be able to provide evidence of the following

• documentation of a change process that details the rationale for the change and its objectives; the process of implementing the change and a critical evaluation of how the change process was managed
• techniques for responding to resistance to change
• knowledge of change management process/cycle</td></tr>
<tr><td colspan="3">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 related to the change management process/cycle and organisational behaviour including planning and organising to sequence events and to enable staff to be clear in times of change or turbulence, techniques in responding to resistance to change</td></tr>
<tr><td colspan="2">Checklist for provision of evidence for this Unit of Competency</td><td>Mark off when satisfied</td></tr>
<tr><td>Evidence of strategic change needs may include:</td><td>• actions arising from strategic planning activities to bring about major change in the organisation (they may relate to people, processes, technology or structure)</td><td></td></tr>
<tr><td>Evidence of External environment may include factors that are:</td><td>• consumer driven
• ecological
• economic
• ethical
• legal
• political
• social
• technological</td><td></td></tr>
<tr><td>Evidence of Major operational change requirements may include:</td><td>• changes which need to be made to the organisation to maintain or improve performance and/or competitive position</td><td></td></tr>
<tr><td>Relevant managers may include:</td><td>• managers who:
  o are affected by the change
  o are participating in the change project
  o hold a leadership position in the organisation</td><td></td></tr>
<tr><td>Evidence of Risk analysis includes:</td><td>• determination of the likelihood of a negative event preventing the organisation meeting its objectives and the likely consequences of such an event on organisational performance</td><td></td></tr>
</table>

<table>
<tr><td>RTO: Australian Salesmasters Training Company ABN</td><td colspan="2">NTIS Id: 6854</td><td>Document No:</td><td>Page 20 of 16</td></tr>
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</table>

Evidence of Barriers to change may include:	- challenges to group norms/established roles - existing organisational culture - existing reward systems - fear of loss of status, security, power, friends - interdepartmental rivalry/conflict - lack of involvement in the change - low morale - vested interests
Evidence of Mitigation strategies may include:	strategies put in place or action taken to reduce or eliminate risk identified
Evidence of a Change management project plan may include:	- budget - methodology for change program - objectives/outcomes - timetable
Evidence of Approvals includes:	formal approval from the manager/s who have responsibility for the area/s of the organisation affected by the change project
Resources may include:	- contractors - employees/managers - external/internal consultants - financial/budget approval - hardware/software - physical assets
Interventions and activities may include:	- action research - career planning - inter-group team building - job redesign - sensitivity training - succession planning - surveys (with feedback) - team building - termination or redeployment - training - transition analysis

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3. OBSERVATION

OBSERVATION ASSESSMENT for BSB60407 Advanced Diploma of Management	
Candidate name:	
Unit of competency:	**BSBINN601A Manage organisational change**
Observers name (if unqualified):	
Assessors name (if qualified):	
Workplace:	
Date of assessment:	
Length of training session:	

Observation			
Confirm if the candidate has consistently, and to a satisfactory standard demonstration skills and knowledge relating to:	**Yes**	**No**	**N/A**
Identify strategic change needs through an analysis of strategic plans	☐	☐	☐
Review existing policies and practices against strategic objectives to identify change requirements	☐	☐	☐
Monitor trends in the external environment to identify events or trends which impact on the achievement of organisation's objectives	☐	☐	☐
Identify major operational change requirements due to performance gaps, business opportunities or threats, or management decisions	☐	☐	☐
Review and prioritise change requirements/opportunities with relevant managers	☐	☐	☐
Consult specialists and experts to assist in the identification of major change requirements/opportunities	☐	☐	☐
Undertake cost benefit analysis for high priority change requirements/opportunities	☐	☐	☐
Undertake risk analysis, identify barriers to change, and agree and document mitigation strategies	☐	☐	☐
Develop change management project plan	☐	☐	☐
Obtain approvals from relevant authorities to confirm the change management process	☐	☐	☐
Assign resources to the project and agree reporting protocols with relevant managers	☐	☐	☐
Develop communication/education plans in consultation with relevant groups and individuals	☐	☐	☐
Develop communication/education plan to promote the benefits of the change to the organisation and to minimise loss	☐	☐	☐
Arrange activities to deliver the communication/education plans to all relevant groups and individuals	☐	☐	☐
Consult with relevant groups and individuals for input to the change process	☐	☐	☐
Identify and respond to barriers to the change in accordance with risk management plans	☐	☐	☐

Action interventions and activities set out in project plan in accordance with project timetable	☐	☐	☐
Activate strategies for embedding the change	☐	☐	☐
Conduct regular evaluation and review, and modify project plan where appropriate to achieve change program objectives	☐	☐	☐
	☐	☐	☐

Feedback to candidate:

The candidate's overall performance was:

Satisfactory ☐   Not Satisfactory ☐

Signature of Assessor/Observer:

Dated: /   /201

Signature of candidate/assessee:

Dated: /   /201

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4. PORTFOLIO OF EVIDENCE

Name:	Date submitted:
I declare this evidence to have been produced by the undersigned. Candidate's signature:	

Portfolio evidence presented for unit of competency:
BSBHRM506A Manage recruitment selection and induction processes

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**.**

- ☐ Development of documentation of a change process that details the rationale for the change and its objectives; the process of implementing the change and a critical evaluation of how the change process was managed
- ☐ Development of a policy and procedures, ,and/or documentation addressing techniques for responding to resistance to change
- ☐ Documentation which demonstrates your knowledge of the change management process/cycle
- ☐ Documented review of a change management project plan and communication/education plans
- ☐ Documented review of documentation outlining consultation with relevant groups and individuals for input to the change process

Other evidence provided/substituted (List each item):

Assessor to complete

Evidence is: Valid   Sufficient   Authentic   Current

         ☐   ☐   ☐   ☐

Assessor signature:

Dated: _____/_____/201

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Sample of RPL evidence gathering process for BSBINN601A Manage organisational change

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 your workplace/organisation with regard to determine strategic change requirements and opportunities, and to develop, implement and evaluate change management strategies in relation to:

- Having Identified change requirements/ opportunities

- Having developed change management strategies

- Having implemented a change management strategy

- How you have planned and organised to sequence events and to enable staff to be clear in times of change or turbulence
- How you activated strategies for embedding change

You must be able to demonstrate:

That you are competent in all aspects determining strategic change requirements and opportunities, and to develop, implement and evaluate change management strategies

In particular, think of **at least two** examples of where you have been involved in the:

- documenting of a change process that details the rationale for the change and its objectives;
- the process of implementing the change and
- a critical evaluation of how the change process was managed
- Developing and or documenting techniques for responding to resistance to change
- The change management process/cycle

[refer: **"Critical aspects for assessment and evidence required to demonstrate competency in this unit**" in the unit Evidence Guide]

and

- examples of appropriate documentation and resources normally used in your workplace for example copies of a change management project plan and communication/education plan, documentation outlining consultation with

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relevant groups and individuals for input to the change process, reports on change management, risk analysis

[refer: "**Context of and specific resources for assessment and Method of Assessment**" in the unit Evidence Guide]

in the past 2-3 years to satisfy consistency of performance, over a time [refer: "**Consistency of Performance"** in the unit Evidence Guide]

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

- Where and how you have applied *Strategic change needs* which are/were relevant to your workplace
- When and how you been involved in change as a result of e*xternal environment*
- Where and how have been involved in m*ajor operational change requirements*
- Your involvement in the *risk analysis* processes, by such activities as determing the likelihood of a negative event preventing the organisation meeting its objectives and the likely consequences of such an event on organisational performance
- Where and how you consulted with *relevant managers*
- Who these *relevant managers* were
- Where and how you reviewed and prioritised change requirements/opportunities with *relevant managers*
- How when and what sort of *resources* did you assign to the change project?
- How have you actioned *interventions and activities?*

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/document which addresses one, several or all of the following

- analysis of responses to case studies and scenarios
- assessment of written reports on change management
- techniques in responding to resistance to change
- a review of change management project plan and communication/education plans
- a review of documentation outlining consultation with relevant groups and individuals for input to the change process
- organisational behaviour

A valid report/document, well documented, should:

- Clarify the *organisational change issues* for review and document the scope of review
- Record Consultation with *relevant personnel*
- Identify policies and procedures relevant to the change issue

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

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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 change manager [to establish **authenticity**]

- Dates and timeframes [to establish **currency**]

- Description of the how you applied the change management function, how you identified Identify change requirements/ opportunities [**validity – Element 1**]

- Description of how you developed change management strategy [**validity – Element 2**]

- Description of how you implement change management strategy [**validity – Element 3**]

2 A final report form
Some form of documented evidence evidencing that the above was undertaken and satisfactorily implemented [**validity – Element 1, 2, 3**]

3 Third party report

Your facilitation of all aspects of the organisational change process 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 organisational change functions. Together, the documents and third party report should demonstrate your competency.

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