



## Recognition of Prior Learning and Assessment Kit

### TLI40107 CERTIFICATE IV IN TRANSPORT & LOGISTICS (WAREHOUSING AND STORAGE)

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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 Australian Salesmasters Training Company for assessment.

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## 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 *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).

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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

### **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.

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## 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:

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

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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.

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# 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 (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).

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- 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 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

This is a training program that leads to the completion of the Australian Government’s Transport and Logistics Training Package. It will equip participants with the essential knowledge, skills and attributes required to work effectively as members of a business administration team and a qualification providing participants with practical skills in the area of Human Resources at AQTF Level IV.

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## 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 IV

### *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
- 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.

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To be awarded the TLI40107 Certificate IV in Transport & Logistics (Warehousing and Storage) you are required to be competent in the following twenty eight (28) units:

28modules to complete	AQTF Level
TLID107C Shift materials safely using manual handling methods	1
TLID207C Shift a load using manually-operated equipment	1
TLIE307C Participate in basic workplace communication	1
TLIF107C Follow occupational health and safety procedures	1
TLIF207C Conduct housekeeping activities	1
TLIG107C Work effectively with others	1
TLIL107C Complete workplace orientation/ induction procedures	1
TLIA1107C Package goods	2
TLIA1207C Pick and process orders	2
TLIA1307C Receive goods	2
TLIA2107C Despatch stock	2
TLID307E Handle dangerous goods/ hazardous substances	2
TLIE807C Process workplace documentation	2
TLIF607C Apply accident-emergency procedures	2
TLIA2007C Replenish stock	2
TLIA1507C Complete receipt/dispatch documentation	3
TLIA1807C Organise dispatch operations	3
TLIA1907C Organise receipt operations	3
TLIA3907B Receive and store stock	3
TLIF407C Organise occupational health and safety in the workplace	3
TLIG207C Lead a work team or group	3
TLIF707C Implement and coordinate accident-emergency procedures	4
TLIF1407C Develop and maintain a safe workplace	4
TLII107D Coordinate quality customer service	4
TLIL507D Apply conflict/ Grievance Resolution Strategies	4
TLIG607C Facilitate work team	4
TLIL907C Manage personal work priorities and professional development	4
TLIL3607B Develop rosters	4

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## AQF Descriptors

Qualification Characteristics	Certificate I (AQF 1)	Certificate II (AQF 2)	Certificate III (AQF 3)	Certificate IV (AQF 4)	Diploma (AQF 5)	Advanced Diploma (AQF 6)
Knowledge	As needed for defined range of activities	Basic operational, applied to varied activities	Technical depth/breadth, some theory; able to transfer to new environments	Broad base and range incorporating theoretical concepts	Broad-base of theory, substantial depth in some areas, self-directed application	Specialist application of fundamental concepts and principles; complex; develops new areas
Skills	Basic use of tools/ equipment	Defined range of practical skills	Broad, well developed, able to select, adapt and transfer skills to new activities	Use skills to develop new procedures and apply to other situations	Broad range of technical and/or managerial/ coordination and planning skills	Wide range of highly specialised technical, creative, conceptual, analytical, diagnostic managerial skills
Problem solving	Solutions are pre- ordained by others	Apply known solutions to predictable problems	Provide technical advice to solve problems in known routines	Contribute technical solutions in non-routine problems	Evaluate problems and initiate solutions	Devise new criteria and applications to solve diverse problems
Information processing capabilities	Receive and recall	Assess and record	Interpret	Analyse and evaluate current practice	Analyse and evaluate to forecast, plan and research	Generate new ideas and advise at strategic level

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## AQF Descriptors

Qualification Characteristics	Certificate I (AQF 1)	Certificate II (AQF 2)	Certificate III (AQF 3)	Certificate IV (AQF 4)	Diploma (AQF 5)	Advanced Diploma (AQF 6)
Scope of activities	Routine tasks	Known routines and functions, some non-routine	Range of skilled operations and activities	Varied and broad, depth in some areas	Complex and technical, assist in strategic areas, initiate activities	Unpredictable, wide range or highly specific skills
Operational environment	Narrow, pre-defined, includes pre-vocational /induction	Defined range of contexts	Variety of contexts within known operational environment	Wide, more complex, non-routine	Broad or specialised	Broad or specialised
Discretion/ judgement	Activities are directed	Limited choice and complexity of actions/options	More extensive choice and complexity of options/activities	Apply discretion/ judgement in handling more complex & non-routine functions	Plan and determine selection of equipment/roles/ techniques for self and others	Significant role in planning, design, operations
Self responsibility/ accountability	For own work and quality input to team	For own work and quality outcomes	For own work quality/outcomes and time management	Organise and be responsible for own work schedule	Prescribed autonomy for performing complex/technical operations	Prescribed autonomy for complex/technical operations

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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:			
<b>Observation</b>			
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"/>
<b>Feedback to candidate:</b>			
The candidate's overall performance was:			
Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/>			
<b>Signature of Assessor/Observer:</b>			
	Dated: / /201		
<b>Signature of candidate/Assessee:</b>			
	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
- 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.

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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.

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

<b>Name:</b>		<b>Date submitted:</b>	
I declare this evidence to have been produced by the undersigned. Candidate's signature:			
<b>Third party testimony for unit of competency:</b> {List unit of competency title}			
<b>Testimony</b>			
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		<b>Yes</b>	<b>Needs more experience</b>
<b>Is the applicant able to reliably meet the organisation's performance standards for the following tasks?</b>			<b>N/A</b>
{List tasks of elements or skills and knowledge from unit of competency}		<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"/>
<b>Comments or notes by third party:</b>			
<b>The candidate's overall performance was:</b> Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/>			
<b>Signature of Third Party provide of testimony:</b>		Dated: ____ / ____ /201__	
<b>Position:</b>		<b>Contact phone number or email:</b>	
<b>Signature of candidate:</b>		Dated: ____ / ____ /201__	
<b>Position:</b>		<b>Contact phone number or email:</b>	
<b>RPL assessor to complete</b>			
Evidence is: Valid    Sufficient    Authentic    Current			
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
RPL Assessor signature:			
Dated: ____ / ____ /201__			

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## The RPL application

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### RECOGNITION OF PRIOR LEARNING COVER SHEET

**Program:** Code: TLI40107 **Title:** Certificate IV in Transport & Logistics  
(Warehousing and Storage)

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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## 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 Transport & Logistics 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 OF COMPLETED:

## 1. LEARNING ENVIRONMENT COMPETENCY STANDARD

<b>TLIF1407C</b>	<b>Develop and maintain a safe workplace</b>		
<b>Unit Descriptor</b>	This unit involves the skills and knowledge required to develop and maintain a safe workplace, including providing and informing personnel about OH&S legislation, codes and standards; planning and implementing safety requirements in accordance with regulations; monitoring, adjusting and reporting safety performance; investigating and reporting non-conformance; and evaluating the OH&S system and related policies, procedures and programs. Licensing, legislative, regulatory or certification requirements are applicable to this unit		
<b>Application of the Unit</b>	<p>Work involves discretion and judgement in developing and maintaining a safe workplace.</p> <p>Work is performed under minimum supervision with general guidance on progress and outcomes of work. A range of opportunities may be used to develop awareness and practice of OH&amp;S policies and procedures, to support the development of OH&amp;S and risk management systems, and to encourage the achievement of the organisation's OH&amp;S goals and related key performance objectives.</p> <p>Work generally involves responsibility for resource coordination and allocation and provides leadership of others individually or in teams.</p>		
<b>Element</b>	<b>Performance Criteria</b>	<b>Tick if evidence provided (✓)</b>	
<b>1. Plan and implement safety requirements</b>	1.1	Health and safety risk assessments are made as part of all production planning exercises	
	1.2	Policy and procedures are developed to implement requirements for a safe workplace	
	1.3	Work practices are planned with colleagues to ensure compliance with workplace and environmental legislation and standards	
	1.4	Safe operating procedures are documented and communicated	
	1.5	Work practices are implemented in accordance with requirements specified in legislation and standards for safe workplaces and environments	
	1.6	Effective induction and supervision is provided to support colleagues in managing their organisational responsibilities	
	1.7	Purchasing policy for the provision of goods and services is informed by OH&S considerations	

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<b>2. Inform and train personnel on OH&amp;S legislation, codes and standards</b>	2.1	Legislation, standards and the organisation's policies and practices relevant to the creation and maintenance of a safe workplace and environment are made available to individuals/teams	
	2.2	Arrangements are made to provide information in a language, style and format which is understood by colleagues	
	2.3	An OH&S training program is developed and implemented to identify and fulfil employees' OH&S training needs as part of the workplace's general training program.	
	2.4	Individuals/teams know their legal responsibility for maintaining a safe workplace and environment	
	2.5	The implications of an unsafe workplace and environment are clear to all within the workplace	
<b>3. Apply ethical framework</b>	3.1	Safety risks presented by identified hazards are correctly assessed in accordance with OH&S legislation and codes of practice	
	3.2	Activities are monitored to ensure that this procedure is adopted effectively throughout the area of managerial responsibility	
	3.3	Risk assessment is addressed at the planning	
	3.4	Measures to control assessed safety risks are developed and implemented in accordance with the hierarchy of control	
	3.5	Activities are monitored to ensure that the risk control procedure is adopted effectively throughout the area of managerial responsibility	
	3.6	Risk control is addressed at the planning, design and evaluation stages of any change within the area of managerial responsibility to ensure that adequate risk control measures are included	
<b>4. Monitor, adjust and report safety performance</b>	4.1	Hazards are identified, assessed and prioritised for action	
	4.2	Controls are selected to minimise risks to health and safe	
	4.3	Waste recycling, reduction and disposal is carried out within legislative and organisational requirements	
	4.4	Recommendations for improvements to meet legislation and associated standards are submitted to designated persons/groups	
	4.5	Individuals/teams are informed of improvements and alterations to occupational health and safety procedures in the workplace	
	4.6	Systems, records and reporting procedures are maintained according to legislative requirements	
<b>5. Evaluate the occupational health and safety system and</b>	5.1	The effectiveness of the OH&S system and related policies, procedures and programs is assessed according to the workplace's aims with respect to OH&S.	

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<b>related policies, procedures and programs</b>	5.2	Improvements to the OH&S system are developed and implemented to ensure more effective achievement of the workplace's organisation's aims with respect to OH&S policies and objectives	
	5.3	Inadequacies in existing risk control measures are identified in accordance with the hierarchy of control, and resources enabling implementation of new measures are sought and/or provided according to appropriate procedures	
<b>6 Investigate and report non-conformance</b>	6.1	Compliance with OH&S legislation and codes of practice is assessed to ensure that legal OH&S standards are maintained as a minimum	
	6.2	Non-conformance is investigated and dealt with according to legislative requirements	
	6.3	Colleagues are supported to acquire and apply competencies to meet legislative requirements and the associated standards	
	6.4	Changes to operations and practices are implemented to ensure that non-conformance is not repeated	
<b>7 Establish and maintain a system for OH&amp;S records</b>	7.1	A system for keeping OH&S records is established and monitored to allow identification of patterns of occupational injury and disease within the area of managerial responsibility, including provision for relevant workplace OH&S reports to be submitted to management	
<b>Qualifications Gained</b> (Tick the appropriate box) <input type="checkbox"/> RTO credential <input type="checkbox"/> Tertiary institution credential (university) <input type="checkbox"/> Company training course <input type="checkbox"/> Previous employer training course <input type="checkbox"/> Accredited Tertiary/Secondary course <input type="checkbox"/> Other training course (please specify)		<b>Portfolio Evidence Attached</b> (Tick the appropriate box) <input type="checkbox"/> Sample of work completed <input type="checkbox"/> References and Testimonials <input type="checkbox"/> Letter of Validation <input type="checkbox"/> Certificate <input type="checkbox"/> Statement of results <input type="checkbox"/> Awards <input type="checkbox"/> Other (specify)	
<b>Observation provided by:</b> (Tick the appropriate box) <input type="checkbox"/> Person holding unit of competency <input type="checkbox"/> Supervisor familiar with work <input type="checkbox"/> Independent expert		<b>Written testimonial provided covering:</b> (Tick the appropriate box) <input type="checkbox"/> Knowledge (written report or paper) <input type="checkbox"/> Work experience <input type="checkbox"/> Life experience	
<b>Signed:</b>		<b>Date completed:</b>	
<b>Name in Full:</b>		<b>Contact email:</b>	

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## 2. A GUIDE TO THE COLLECTION OF EVIDENCE

### A guide to the collection of evidence for: **TLIF1407C Develop and maintain a safe workplace**

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 Transport and Logistics Training Package

#### Overview of Assessment

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:

- the underpinning knowledge and skills
- relevant legislation and workplace procedures
- other relevant aspects of the range statement

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 including workplace procedures, regulations, codes of practice and operation manuals.

They must be able to demonstrate skills to:

- Communicate effectively with others when establishing a safe workplace
- Read and interpret instructions, procedures, information, labels and signs relevant to developing and maintaining a safe workplace
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to developing and maintaining a safe workplace
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when developing and maintaining a safe workplace
- Analyse the working environment in order to identify hazards, assess safety risks and design and implement appropriate OH&S management systems
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems that may arise when developing and maintaining a safe workplace in accordance with regulatory requirements and workplace procedures
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities
- Plan work activities, including predicting consequences and identifying improvements
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Apply fatigue management knowledge and techniques
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment

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Checklist for provision of evidence for this Unit of Competency		Mark off when satisfied
<b>Operations involve:</b>	internal and external customer/supplier contact and coordination	
<b>Workplace hazards may include but are not restricted to</b>	<p>moving heavy loads in an unsafe work environment</p> <p>unsecured machinery, components or repaired equipment</p> <p>slippery floors</p> <p>welding equipment</p> <p>sharp tools and implements</p> <p>power tools</p> <p>moving and rotating machinery</p> <p>flammable liquids, vapours and fuel</p> <p>faulty machinery, handling equipment and lifting gear</p> <p>using equipment beyond safe working limits</p> <p>poor housekeeping procedures</p> <p>non-compliance with safe working procedures</p> <p>electrical wiring and systems, including exposed electrical circuits</p> <p>working at heights and in confined spaces</p> <p>toxic gases and substances</p> <p>chemicals and other harmful substances</p> <p>damaged goods, pallets and containers</p> <p>dangerous/hazardous goods</p>	
<b>Training activities may include</b>	<p>attendance at formal education/training programs</p> <p>completion of internal short training programs</p> <p>attendances at relevant conferences, seminars and workshops</p> <p>reading of relevant journals and literature</p> <p>coaching/mentoring on the job</p> <p>workplace training projects</p>	
<b>Consultative processes may involve</b>	<p>OH&amp;S specialists</p> <p>trainers</p> <p>other employees and supervisors</p> <p>management</p> <p>union representatives</p> <p>manufacturers representatives</p> <p>supplier representatives</p> <p>customers/clients</p> <p>other maintenance, professional or technical staff</p>	
<b>Context of and specific resources for assessment</b>	Assessment must ensure reference to examples of human resources policies and files on performance feedback, disputes and grievances, workers compensation and leave applications	

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<p><b>Depending on the type of organisation concerned and the local terminology used, workplace plans/procedures may include:</b></p>	<p>company plans/procedures  enterprise plans/procedures  organisational plans/procedures  established plans/procedures</p>
<p><b>Method of assessment</b></p>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <p>As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests</p>

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### 3. OBSERVATION

<b>OBSERVATION ASSESSMENT for TLI40107 Certificate IV in Transport &amp; Logistics (Warehousing and Storage)</b>			
<b>Candidate name:</b>			
<b>Unit of competency:</b>	<b>TLIF1407C Develop and maintain a safe workplace</b>		
<b>Observers name (if unqualified):</b>			
<b>Assessors name (if qualified):</b>			
<b>Workplace:</b>			
<b>Date of assessment:</b>			
<b>Length of observation:</b>			
<b>Observation</b>			
<b>Confirm if the candidate has consistently, and to a satisfactory standard demonstration skills and knowledge relating to:</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Provide information to the workgroup about OHS policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementing and monitoring participative arrangements for the management of OHS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implement and monitor Crown procedures for providing OHS training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implement and monitor procedures for identifying hazards and assessing risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implement and monitor procedures for controlling risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implement and monitor the procedures for maintaining OHS records for the team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Display knowledge of the legal responsibilities of employers, supervisors and employees in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply procedures for assessing and controlling risks to health and safety associated with those hazards, in accordance with the hierarchy of controls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing specific, clear and accurate information and advice on workplace hazards to the workgroup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Display knowledge of organisations policies and procedures relating to hazard management, fire, emergency, evacuation, incident (accident) investigating and reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Display awareness of relevance of consultation as a key mechanism for improving workplace culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Display coaching and mentoring skills to provide support to colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Display analytical skills to identify hazards, to assess risks in the work area and to review organisation's data relating to monitoring and evaluating incidents (accidents), environmental issues and the effectiveness of risk control measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>Feedback to candidate:</b>			
<b>The candidate's overall performance was:</b> Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/>			
<b>Signature of Assessor/Observer:</b>		Dated:        /        /201	
<b>Signature of candidate/assessee:</b>		Dated:        /        /201	

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## 4. PORTFOLIO OF EVIDENCE

<b>Name:</b>	<b>Date submitted:</b>
I declare this evidence to have been produced by the undersigned. Candidate's signature:	
<b>Portfolio evidence presented for unit of competency:</b> <b>TLIF1407C Develop and maintain a safe workplace</b>	
A list of the type of evidence you <b>MUST</b> 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.	
<ul style="list-style-type: none"> <li>• Knowledge of legal and compliance requirements for Occupational health and Safety</li> <li>• Examples of workplace procedures, regulations, codes of practice and operation manuals</li> <li>• Examples of working with or accessing hazardous substances and dangerous goods codes</li> <li>• Documentation recording Knowledge of relevant Australian standards and certification requirements</li> <li>• Examples of working with or accessing relevant agreements, codes of practice including the national standards for services and operations</li> <li>• Examples of working with or accessing manufacturers/suppliers' specifications, advice, recommended procedures, policies and instructions</li> </ul>	
<b>Other evidence provided/substituted (List each item):</b>	
<b>Assessor to complete</b> Evidence is:    Valid        Sufficient        Authentic        Current <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  Assessor signature:  Dated: _____ / _____ /201	

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## Sample of RPL evidence gathering process for TLIF1407C Develop and maintain a safe workplace

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:

- judgement and decision making skills to review ethical and policy frameworks and to recommend suggested improvements and
- literacy skills to research an issue and to write a clear and legible report which documents key issues coherently.
- knowledge of Transport and Logistics functions and policy frameworks, legal and compliance requirements for working in Transport and Logistics roles and the responsibilities of Transport and Logistics practitioners.

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

- Planned and implemented safety requirements
- Provide information to the workgroup about OHS policies and procedures
- Trained personnel on OH&S legislation, codes and standards
- Established procedures for assessing and controlling safety risks
- Maintained procedures for assessing and controlling safety risks
- Implementing and monitoring participative arrangements for the management of OHS
- Monitored, adjusted and reported safety performance
- Evaluated the occupational health and safety system and related policies, procedures and programs of your workplace
- Apply procedures for assessing and controlling risks to health and safety associated with those hazards, in accordance with the hierarchy of controls
- Display analytical skills to identify hazards, to assess risks in the work area and to review Crown data relating to monitoring and evaluating incidents (accidents), environmental issues and the effectiveness of risk control measures

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- Investigated OH & S non-conformance
- Reported on OH & S non-conformance
- Establish and maintain a system for OH&S records

in the past 2-3 years

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
- OH & S training activities have you/been involved with
- How you identified the need for individual training and development facilitation
- 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 evaluates the occupational health and safety system and related policies, procedures and programs

A valid report, well documented, should:

- Clarify the **occupational health and safety issues** for review and document the scope of review
- Record Consultation with *relevant personnel*
- Identify policies and procedures relevant to the research topic
- 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 occupational health and safety function, how you identified needs/hazards/risk etc [**validity**]
- Description of your review of occupational health and safety policy and procedure frameworks and the application of legal framework [**validity**]

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## ***2 A final report form***

Some form of documented evidence such as the above that the research 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 instructions, procedures, information, labels, signs and complete documentation relevant to developing and maintaining a safe workplace

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 safety 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.

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Dr Marcus Bowles The Institute for Working Futures Pty. Ltd

Australian National Training Authority 2004, for all competency standards and supporting text from TAA04 Training and Assessment Training Package Version

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