This RPL Assessment Tool Kit has been developed by BrainstormRTO, in consultation with industry, as a resource to assist RPL Assessors by providing a set of quality assessment tools which can be used to conduct RPL assessment on full qualifications or individual units of competency.

This kit should be customised to suit the needs of the candidate, employer/industry or Assessor and should reflect the purpose for which it is being used.

It is recommended that prior to using this kit for the first time, and after any modifications or contextualisation, that this assessment kit be validated by the user to ensure it meets the Standards for RTOs 2015, relevant Training Package requirements and BrainstormRTO policies.

The RPL process is a streamlined process which uses a combination of questioning, practical assessment and supporting evidence to provide evidence of the candidate’s competence.

**Instructions to the Assessor**

The learner must submit all assessment items to meet the evidence requirements for the unit/s of competency.

In the RPL Assessment Kit exemplar, red font indicates what should be contained, as a minimum, within each response required to be submitted.

Where students are required to develop work samples or products, examples have been provided as a guide to required expectations.

The assessor must provide an overall result of satisfactory or not yet satisfactory.

This result must be provided to the learner within ten (10) business days.

Assessment records must be retained for at least six (6) months on the company server in accordance with ASQA requirements in case of an audit.

**Marking and recording of results procedure:**

When you complete all paperwork, ensure you fill in all the fields required.

**Step 1.** List all evidence items received in the Portfolio of Evidence Received section

**Step 2** Review all evidence received against the Performance Criteria, Performance Evidence, Knowledge Evidence, and Foundation Skills and record details in the Evidence Review section

**Step 3.** Conduct a competency interview with the candidate to assess their knowledge requirements of the unit of competency. Map the knowledge question responses to the Knowledge Evidence and Performance Criteria. Provide feedback to the candidate.

**Step 4.** Enter relevant comments and details of reasonable adjustments made (where necessary)

**Step 5.** Advise candidates of additional evidence required and document details in Additional Evidence section.

**Step 6.** Complete the Competency completion record. Record the results of all assessments and provide holistic feedback to the student.

**Step 7.** Make a judgement of candidate’s current level of competence and notate as C or NYC as appropriate.

# 

# Overview of the Recognition Process

**STEP 1**

**STEP 2**

**STEP 3**

**STEP 4**

**Candidate Enquiry**

***Candidate’s Information Form***

**Demonstration/  
Observation of Practical Tasks**

(*If required)*

**Interview and Questioning**

**Candidate   
Self-Evaluation**

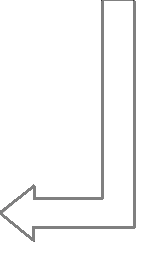
**Issue Qualification –**

**Statement of Attainment**

**By RTO**

**Supporting Evidence**

**Third Party Report**



**If not ready for RPL,   
the candidate is to   
be provided with training options.**

**Gap Training**(*if required)*

**Assessment Plan – RPL Model**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | | | **Is this unit being assessed holistically with other units?**  ☐Yes ☒No  **If yes, please specify below** |
| BSBPEF202 | Plan and apply time management | | |  |
| **Assessor/s** |  | | |
| **Assessment Method** | | RPL | | |
| **Target Candidate(s)**  (Describe the candidate cohort generally and identify special needs) | | A worker, responsible for own outputs, and has direct supervision, can demonstrate experience in planning their day using technology, can implement feedback and professional development and use organizing and time management apps. Could include people doing part time work while studying, junior admin staff, office workers. | | |
| **Applicable industry or workplace standards, and Training Package advice** | | WHS Act 2011  Privacy Act 1988  Anti-discrimination - Age Discrimination Act 2004, Disability Discrimination Act 1992, Racial Discrimination Act 1975, Sex Discrimination Act 1984 Copyright Act 1968  Office Policy and Procedure Manual | | |
| **Special arrangements and allowable adjustments that may be made** | | Can provide more time for candidates to produce evidence in not immediately accessible, e.g., overseas.  Zoom interviews can be arranged for remote candidates  Scribe can be provided.  Further explanation offered to additional needs or low LLN candidates. | | |
| **Stakeholders that the assessment arrangements need to be confirmed with** e.g. work supervisor | | Training manager, Supervisor employer, RTO admin, Candidate, Assessors | | |
| **Do any venue bookings or transportation arrangements need to be made (please specify)** | | Meeting/ training room to be booked for candidate interview. | | |
| **How will the following information be provided to the candidate? (E.g. email, Dropbox, mail, phone)** | | Unit of Competency | Phone and email | |
| Student Handbook (including relevant policies and procedures) | Email Or mail | |
| RPL Application/Enrolment Pack (including suggested evidence guide) | Email or mail | |
| Date and Time for Competency Interview or observation (if required) | Phone, and then email confirmation | |

**Suggested evidence guide**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Types of Evidence** | **Evidence Guide**  (After unpacking the unit, list types of evidence that would support the RPL application) | | | |
| **Direct** | Direct observation  Competency interview | | | |
| **Indirect** | portfolio of evidence may include 3rd party report, correspondence emails, Minutes, Calendar/ journal, To do list, Professional development plan, performance reports, screenshot, company and personal work goals, rostered duties schedule, weekly meeting notes | | | |
| **Supplementary** | Resume, Qualifications, References- Client/ supervisors, Referee, Self-reflections, Job description | | | |
| **How will the candidate submit RPL evidence?** | | **Mail**  **Email** | **In person**  **Courier** | **Dropbox/Drive**  **Other** |
| **Recording and Reporting Procedures** | | Review evidence,  Provide feedback  Request further evidence if needed  Final decision recorded in LMS  Compliance checks are conducted  USI verified  Issue statement of attainment within 30 days  Archive RPL Assessment Kit and evidence for 6 months  Safely secure final results for 30 years  Data is available for VET activity reporting via AVETMISS. | | |

## RPL Assessment Kit – BSBPEF202 -MARKING GUIDE

|  |
| --- |
| **Instructions to assessors** |
| This assessment kits consists of the following   * **Evidence Review** * **Competency Interview** * **Observation/Demonstration Checklist (optional)** * **Competency Interview Record**   **Instructions:**  Assessor checks the portfolio to confirm that:   * + the portfolio is well-organised. The assessor may return a poorly-organised portfolio to the candidate for improvement before proceeding.   Assessor reviews the evidence   * The assessor reviews the evidence and notes the quality of evidence provided for each unit. * The assessor uses the evidence review table and maps the evidence to the criteria of the unit. * The assessor identifies any gaps and may contact the candidate to organise a ‘competency conversation’—i.e. a RPL assessment interview (in this case, the RPL assessor may choose to gather some of the required knowledge evidence, verbally; the RPL assessor must detail answers to questions for verbal evidence provided). * Contact one or more of the third party referees the candidate names in their portfolio—the RPL assessor should only do this if they have questions about the evidence the candidate has submitted and feels that the referee can clarify. * Contact the candidate and ask them for more evidence.   Assessor makes assessment decision   * The assessor makes a decision of competence for each unit applied for. * The assessor informs the candidate of the outcome. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name of Candidate** | | <enter RPL candidate’s name> | | | | |
| **Unit Code and Title** | | BSBPEF202 Plan and apply time management | | | | |
| **Name of Assessor** | | Name here | | | | |
| **UPON RPL INQUIRY OR APPLICATION, WAS THE CANDIDATE?** | | | | | | **Check** |
| Issued the relevant documents including: Application form, RPL Handbook, refund policy? | | | | | |  |
| Provided with a copy of the unit(s) of competence and had it explained? | | | | | |  |
| Given guidance on the types and examples of evidence that relate to the unit(s)? | | | | | |  |
| **Method of Submission**  **Any method can be ticked** | | **Mail**  **Email** | **In person**  **Courier** | **Dropbox/Drive**  **Email** | **Due Date** | FUTURE DATE |
| **Other** | **Submitted Date** | INCLUDED |
| **Portfolio of Evidence Submitted** | | | | | | |
| **Item #** | **Item Description – Listed from Chris Brown folder** | | | | | |
| 1 | *Example - Annual Performance appraisal* | | | | | |
| 2 | *Student to list all documents submitted for evidence* | | | | | |
| 3 |  | | | | | |
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| 10 |  | | | | | |
| 11 |  | | | | | |

## EVIDENCE REVIEW

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit code and title**  **BSBPEF202 Plan and apply time management** | | **Evidence Item #’s**  **MAPPING MUST ADDRESS THE WHOLE UNIT** | **Check if fully addressed**  **Tick boxes as appropriate** |
| **Element** |  | | |
| **1 Organise work schedule** | 1.1 Discuss and agree on work goals and plans with assistance from appropriate personnel | 5 Q4 |  |
| 1.2 Identify relationship between own work goals and plans, and organisational goals and plans | 1 Q4 |  |
| 1.3 Research time management techniques and strategies | Q1 |  |
| 1.4 Plan and prioritise work tasks within allocated timeframes |  |  |
| **2 Complete work tasks** | 2.1 Perform tasks according to designated timelines and instructions |  |  |
| 2.2 Seek assistance from colleagues when difficulties arise in achieving allocated tasks |  |  |
| 2.3 Identify factors affecting work plan |  |  |
| 2.4 Communicate progress on work plan to relevant personnel according to organisational policies and procedures |  |  |
| **3 Review work performance** | 3.1 Seek feedback on time management from relevant personnel |  |  |
| 3.2 Record changes to time management approach according to task instructions |  |  |
| 3.3 Identify and plan opportunities for improvement in discussion with colleagues |  |  |
| **Performance Evidence – has the student provided evidence of his/her ability to:** | * develop and implement at least one time management plan with support of relevant personnel. |  |  |
| In the course of the above, the candidate must: |  |  |
| * complete each work task within specified timeframe, seeking opportunities to use digital tools where applicable |  |  |
| * seek and use feedback from others to monitor and improve work performance. |  |  |
| **Knowledge Evidence**  **– can the student demonstrate knowledge to complete tasks:** | demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of: |  |  |
| * time management techniques and strategies |  |  |
| * features of a time management plan |  |  |
| * organisational standards, policies and procedures relevant to own work role |  |  |
| * relationship between own work goals and plans and organisation’s goals and plans |  |  |
| * factors affecting work progress and performance improvement techniques. |  |  |
| **Foundation Skills -** *This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*  Foundation skills are an integral part of a unit of competency and must be assessed. A unit’s performance criteria can explicitly include foundation skills essential for performance. Alternatively, if foundation skills are not explicit in the performance criteria they must be described in the ‘foundation skills’ field of the unit of competency. (ASQA VAC 7.4) | | | |
| **Reading** | * Identifies and interprets textual information to determine and adhere to organisational and task requirements | 1 2 |  |
| **Writing** | * Completes required documents using organisational formats | 24 |  |
| **Oral communication** | * Uses listening and questioning techniques to seek information and confirm understanding * Participates in verbal interactions using language and features suitable to audience and context |  |  |
| **Numeracy** | * Interprets numerical information related to timeframes |  |  |
| **Enterprise and initiative** | * Complies with organisational policies, procedures and standards |  |  |
| **Planning and organising** | * Prioritises work and completes activities within designated timeframes * Identifies and solves routine problems |  |  |
| **Technology** | * Selects and uses appropriate digital tools to complete tasks |  |  |

**Competency Interview Record**

The assessor must provide the following information during the competency interview and complete the checklist below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **TASK SUMMARY:** Identify at least 6 appropriate questions to ask the candidate to clarify their’ knowledge of the unit of competency. 2. The assessor will conduct this interview making sure that they complete the introductions and provide the necessary information as part of this. 3. **WHAT NEEDS TO BE KEPT FOR EVIDENCE?** 4. The assessor is to record the candidate’s responses and any extra questions asked to fill in gaps in the evidence supplied towards the performance and knowledge evidence criteria of the unit. All fully completed documents need to be submitted. 5. **SUPPORT** 6. The assessor can guide the candidate as needed to ensure a fair opportunity has been given to demonstrate competency.   The assessor must identify any reasonable adjustment needed and provide details in the appropriate section/s | | | | | |
| **WELCOME AND GENERAL INFORMATION** | | | | **Check if covered** | |
| Welcome the candidate, introduce yourself and make the candidate comfortable | | | |  | |
| Explain what you will be doing during the interview, e.g. asking questions, taking notes, recording the session | | | |  | |
| Explain “Competent” and “Not Yet Competent” outcomes and how these are determined | | | |  | |
| Explain how feedback and outcomes will be communicated to the candidate | | | |  | |
| Explain the appeals process | | | |  | |
| Ask if the candidate has any special needs and if they are ready to proceed | | | |  | |
| **ASSESSOR NOTES, COMMENTS AND FEEDBACK**  (Information provided or discussed, including a summary of candidate responses to questions and any further evidence provided, such as demonstrations, products etc.) | | | | | |
| **#** | **QUESTION –**  **STUDENT TO WRITE QUESTIONS WHICH ADDRESS THE KNOWLEDGE EVDIENCE IN THE UNIT** | **CANDIDATE RESPONSE –**  **ANSWERS TO QUESTIOJNS MUST BE RECORDED** | | | **Check if satisfactory**  **ALL TICKED** |
| 1 |  |  | | |  |
| 2 |  |  | | |  |
| 3 |  |  | | |  |
| 4 |  |  | | |  |
| 5 |  |  | | |  |
| 6 |  |  | | |  |
| **Comments:**  ***MUST HAVE A COMMENT ABOUT THE INTERVIEW***  *Candidate answered all questions clearly and confidently and demonstrated a significant amount of knowledge in the job role.* | | | | | |
| **Reasonable adjustments (leave blank if none) DO NOT NEED A COMMENT** | | | | | |
| Interview date: INCLUDE A DATE | | | Time taken: INCLUDE TIME | | |

|  |  |
| --- | --- |
| **Additional evidence required: Yes ☐ No ☐ (list additional evidence)** | Method of submission |
| Mail  Email  In person  Dropbox  Courier  Other |
| **Date required by (if YES):** | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Rules of Evidence** | | | |
| **Is the evidence provided:** | **YES** | **NO** | **Explain why you have selected YES or NO** |
| **VALID?** | X |  | Needs to enter an explanation for their judgements for each of the Rules of Evidence |
| **AUTHENTIC?** | X |  |  |
| **CURRENT?** | X |  |  |
| **SUFFICIENT?** | x |  |  |

|  |  |  |
| --- | --- | --- |
| **Attempt 1** | | |
| **☐ COMPETENT - RPL Granted**  **☐ NOT YET COMPETENT**  **- Additional Evidence Required** | **Assessor Signature** | INCLUDE NAME |
| **Date** | INCLUDE DATE |

|  |  |  |
| --- | --- | --- |
| **Attempt 2** | | |
| **☐ COMPETENT - RPL Granted**  **☐ NOT YET COMPETENT**  **- Additional Evidence Required** | **Assessor Signature** |  |
| **Date** |  |

## OBSERVATION/DEMONSTRATION CHECKLIST (optional)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **TASK SUMMARY: (optional)** 2. **Demonstration Task** Describe the task here   **Assessor Instructions:**  This checklist below is to be used by the assessor to record observations of the candidate performing the required task(s) for the unit **BSBPEF202 Plan and apply time management**  If the candidate did not demonstrate the required skills, the assessor may pose questions or hypothetical situations based on the knowledge of their work environment and/or the unit requirements.  If evidence presented by the candidate is sufficient some aspects may not need to be demonstrated and should be ticked N/A | | | | |
| **Did the candidate:** | **Yes** | **No** | **N/A** | **Comments** |
| 1. INSERT OBSERVATION ITEM |  |  |  |  |
| 1. INSERT OBSERVATION ITEM |  |  |  |  |
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| 1. INSERT OBSERVATION ITEM |  |  |  |  |
| **Reasonable adjustments (leave blank if none)** | | | | |

## Assessment Mapping Matrix

Mapping ensures the assessment instruments cover the requirements of the unit. The observation checklist should be mapped to the relevant performance criteria and all performance evidence. The knowledge questions should be mapped to relevant performance criteria and all of the knowledge evidence. Projects and other assessment tools should be mapped where appropriate.

The details for the mapping matrix need to be inserted from training.gov.au for the unit you have selected.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unit Code** | **BSBPEF202** | **Unit Title** | **Plan and apply time management** | | |
| **Element** | **Performance Criteria** | | | **Suggested Evidence** | **Knowledge Questions** |
| 1 Organise work schedule | 1.1 Discuss and agree on work goals and plans with assistance from appropriate personnel | | | Emails, PDP, job description | 4 |
| 1.2 Identify relationship between own work goals and plans, and organisational goals and plans | | | Company/personal work goals | 4 |
| 1.3 Research time management techniques and strategies | | | Calendar screenshots | 1, 2 |
| 1.4 Plan and prioritise work tasks within allocated timeframes | | | Roster, Admin schedule, To Do list | 1, 2 |
| 2 Complete work tasks | 2.1 Perform tasks according to designated timelines and instructions | | | Roster, Admin schedule, To Do list |  |
| 2.2 Seek assistance from colleagues when difficulties arise in achieving allocated tasks | | | Emails, Video, weekly meeting notes |  |
| 2.3 Identify factors affecting work plan | | |  | 5 |
| 2.4 Communicate progress on work plan to relevant personnel according to organisational policies and procedures | | | Minutes, PDP, Performance Reports  3rd Party Reports |  |
| 3 Review work performance | 3.1 Seek feedback on time management from relevant personnel | | | Minutes, PDP, Performance Reports  weekly meeting notes  Emails |  |
| 3.2 Record changes to time management approach according to task instructions | | | To Do list  weekly meeting notes |  |
| 3.3 Identify and plan opportunities for improvement in discussion with colleagues | | | PDP, Performance Reports | 6 |
| **Performance Evidence** | * develop and implement at least one time management plan with support of relevant personnel. | | | Screenshots of calendar, Emails  Performance Reports  weekly meeting notes |  |
| In the course of the above, the candidate must: | | |  |  |
| * complete each work task within specified timeframe, seeking opportunities to use digital tools where applicable | | | Testimonials, To Do List  Admin Schedule, PDP, Performance Reports |  |
| * seek and use feedback from others to monitor and improve work performance. | | | Minutes, PDP, Performance Reports  Emails |  |
| **Knowledge Evidence** | demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of: | | |  |  |
| * time management techniques and strategies | | |  | 1 |
| * features of a time management plan | | |  | 2 |
| * organisational standards, policies, and procedures relevant to own work role | | |  | 3 |
| * relationship between own work goals and plans and organisation’s goals and plans | | |  | 4 |
| * factors affecting work progress and performance improvement techniques. | | |  | 5 |

|  |  |  |
| --- | --- | --- |
| **Foundation Skills -** *This section describes those language, literacy, numeracy, and employment skills that are essential to performance but not explicit in the performance criteria.*  Foundation skills are an integral part of a unit of competency and must be assessed. A unit’s performance criteria can explicitly include foundation skills essential for performance. Alternatively, if foundation skills are not explicit in the performance criteria they must be described in the ‘foundation skills’ field of the unit of competency. (ASQA VAC 7.4)  Note: - You are required to complete the table below adding all information from the Foundation Skills mapping table for the unit of competency. **Some units do not list the foundation skills**, as they are embedded in the unit e.g., CHC and FSK units – in this case the table will be blank. | | |
|  |  | **Suggested Evidence** |
| **Reading** | Identifies and interprets textual information to determine and adhere to organisational and task requirements | Weekly schedule, To Do List, Work Goals |
| **Writing** | Completes required documents using organisational formats | To Do List, correspondence, documents, testimonials |
| **Oral Communication** | Uses listening and questioning techniques to seek information and confirm understanding  Participates in verbal interactions using language and features suitable to audience and context | Testimonials,  Meeting minutes,  Videos |
| **Numeracy** | Interprets numerical information related to timeframes | Admin schedule, time frames, To Do List |
| **Enterprise and Initiative** | Complies with organisational policies, procedures, and standards | Work goals, testimonials, PDP, Performance Review |
| **Planning and Organising** | Prioritises work and completes activities within designated timeframes  Identifies and solves routine problems | To Do List,  Screenshots – calendar  Admin schedule  Testimonials |
| **Technology** | Selects and uses appropriate digital tools to complete tasks | Outlook calendar  Documents  Testimonials |

|  |  |  |
| --- | --- | --- |
| **Does the Assessment for this unit of competency comply with the Assessment Conditions** | **YES** | **NO** |
| * Where the assessment takes place is appropriate to the assessment conditions | X |  |
| * Equipment and resource requirements are appropriate to the assessment conditions | X |  |