



Recognition of Prior Learning and Assessment Kit

BSB50207 DIPLOMA OF BUSINESS

RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 1
Document Id: BSB50207 Diploma of Business RPL & Assessment Resources Kit	Modified on: 01/11/2010 by Brian Roberts		Version: NSW2
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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.

RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 2
Document Id: BSB50207 Diploma of Business RPL & Assessment Resources Kit	Modified on: 01/11/2010 by Brian Roberts		Version: NSW2
Issue Date: 01/11//2010	Review Date:30/10/2011	Authorised by: Mr. David Jackson	
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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

RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 3
Document Id: BSB50207 Diploma of Business RPL & Assessment Resources Kit	Modified on: 01/11/2010 by Brian Roberts		Version: NSW2
Issue Date: 01/11//2010	Review Date:30/10/2011	Authorised by: Mr. David Jackson	
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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.

RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 4
Document Id: BSB50207 Diploma of Business RPL & Assessment Resources Kit	Modified on: 01/11/2010 by Brian Roberts		Version: NSW2
Issue Date: 01/11//2010	Review Date:30/10/2011	Authorised by: Mr. David Jackson	
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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.

Indirect evidence

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

RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 5
Document Id: BSB50207 Diploma of Business RPL & Assessment Resources Kit	Modified on: 01/11/2010 by Brian Roberts		Version: NSW2
Issue Date: 01/11//2010	Review Date:30/10/2011	Authorised by: Mr. David Jackson	
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- 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 (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.

RTO: Australian Salesmasters Training Company ABN		NTIS Id: 6854	Document No:	Page 6
Document Id: BSB50207 Diploma of Business RPL & Assessment Resources Kit		Modified on: 01/11/2010 by Brian Roberts		Version: NSW2
Issue Date: 01/11//2010	Review Date:30/10/2011	Authorised by: Mr. David Jackson		
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Sorting and presenting evidence

Evidence provided should:

- Be relevant to the unit of competency.
- Be unambiguously associated with the applicant, not some other person.
 - Each piece of evidence is clearly identifiable as the candidate's own work
 - Qualifications, references, licences etc presented by the candidate are signed off as a full and correct copy of the original by a credible third party
 - Candidate's verbal or written accounts of what they can do are supported by actual evidence, such as work examples, products, etc.
- Be current.
 - demonstrates that the applicant can apply the competency in their current work
 - reflects work carried out by the candidate over a period of time.
 - The key point here is that the assessor must be confident the applicant can still perform to the standard demonstrated by the evidence.
- Be valid:
 - relates directly to the unit of competency
 - demonstrates the relevant underpinning skills and knowledge
 - reflects the four dimensions of competency and key competencies
 - is appropriate to the relevant AQF descriptor. (Detailed below).
- Be verifiable.
- Be reliable.
- Be sufficient:
 - includes all the critical aspects of evidence presented in the unit Evidence Guide, including the specific evidence requirements listed
 - covers the full range of performance identified in the unit
 - shows competency over a period of time and in different contexts
 - includes different forms of evidence
- Focus only on the set performance criteria and associated elements of the unit of competency.
- Copied and placed with each relevant unit of competency or clearly 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 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

RTO: Australian Salesmasters Training Company ABN		NTIS Id: 6854	Document No:	Page 7
Document Id: BSB50207 Diploma of Business RPL & Assessment Resources Kit		Modified on: 01/11/2010 by Brian Roberts		Version: NSW2
Issue Date: 01/11//2010	Review Date:30/10/2011	Authorised by: Mr. David Jackson		
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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

Diploma

The applicant will normally be engaged in a workplace in which they:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some cases
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters
- take some responsibility for the achievement of group outcomes

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

RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 8
Document Id: BSB50207 Diploma of Business RPL & Assessment Resources Kit	Modified on: 01/11/2010 by Brian Roberts		Version: NSW2
Issue Date: 01/11//2010	Review Date:30/10/2011	Authorised by: Mr. David Jackson	
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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.

RTO: Australian Salesmasters Training Company ABN		NTIS Id: 6854	Document No:	Page 9
Document Id: BSB50207 Diploma of Business RPL & Assessment Resources Kit		Modified on: 01/11/2010 by Brian Roberts		Version: NSW2
Issue Date: 01/11//2010	Review Date:30/10/2011	Authorised by: Mr. David Jackson		
Developed by: Brian Roberts		Source:		
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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
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback to candidate:			
<p>The candidate's overall performance was:</p> <p>Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/></p>			
Signature of Assessor/Observer:			
	Dated: / /201		
Signature of candidate/Assessee:			
	Dated: / /201		

RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 10
Document Id: BSB50207 Diploma of Business RPL & Assessment Resources Kit	Modified on: 01/11/2010 by Brian Roberts		Version: NSW2
Issue Date: 01/11//2010	Review Date:30/10/2011	Authorised by: Mr. David Jackson	
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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)

RTO: Australian Salesmasters Training Company ABN		NTIS Id: 6854	Document No:	Page 11
Document Id: BSB50207 Diploma of Business RPL & Assessment Resources Kit		Modified on: 01/11/2010 by Brian Roberts		Version: NSW2
Issue Date: 01/11/2010	Review Date: 30/10/2011	Authorised by: Mr. David Jackson		
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THE LIST IS INDICATIVE RATHER THAN EXHAUSTIVE

The list is indicative rather than exhaustive.

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

Name:	Date submitted:
I declare this evidence to have been produced by the undersigned. Candidate's signature:	
Portfolio evidence presented for unit of competency:	
List evidence in order:	
Assessor to complete	
Evidence is:	Valid Sufficient Authentic Current
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Assessor signature:	
Dated: ____/____/201__	

RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 12
Document Id: BSB50207 Diploma of Business RPL & Assessment Resources Kit	Modified on: 01/11/2010 by Brian Roberts		Version: NSW2
Issue Date: 01/11//2010	Review Date:30/10/2011	Authorised by: Mr. David Jackson	
Developed by: Brian Roberts		Source:	
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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		Yes	Needs more experience
Is the applicant able to reliably meet the organisation's performance standards for the following tasks?			N/A
{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"/>
Comments or notes by third party:			
The candidate's overall performance was: Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/>			
Signature of Third Party 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			
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
RPL Assessor signature:			
Dated: ____ / ____ /200__			

RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 13
Document Id: BSB50207 Diploma of Business RPL & Assessment Resources Kit	Modified on: 01/11/2010 by Brian Roberts		Version: NSW2
Issue Date: 01/11//2010	Review Date:30/10/2011	Authorised by: Mr. David Jackson	
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The RPL application

RECOGNITION OF PRIOR LEARNING COVER SHEET

Program:

Code:

Title:

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*

RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 14
Document Id: BSB50207 Diploma of Business RPL & Assessment Resources Kit	Modified on: 01/11/2010 by Brian Roberts		Version: NSW2
Issue Date: 01/11//2010	Review Date:30/10/2011	Authorised by: Mr. David Jackson	
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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

RTO: Australian Salesmasters Training Company ABN		NTIS Id: 6854	Document No:	Page 15
Document Id: BSB50207 Diploma of Business RPL & Assessment Resources Kit			Modified on: 01/11/2010 by Brian Roberts	Version: NSW2
Issue Date: 01/11//2010	Review Date:30/10/2011	Authorised by: Mr. David Jackson		
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THE FOLLOWING ARE EXAMPLES OF COMPLETED:

1. LEARNING ENVIRONMENT COMPETENCY STANDARD

BSBHRM506A	Manage recruitment selection and induction processes		
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to manage all aspects of the recruitment selection and induction processes in accordance with organisational policies and procedures. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.		
Application of the Unit	<p>This unit applies to human resources managers or human resources personnel who take responsibility for managing all aspects of selecting new staff and orientating those staff to their new positions. It is not assumed that the manager will be directly involved in the selection processes themselves, although this may well be the case.</p> <p>In small organisations this role may belong to someone who is not a dedicated human resources professional; the unit however will still be applicable</p>		
Element	Performance Criteria		Tick if evidence provided (✓)
1. Develop recruitment, selection and induction policies and procedures	1.1	Analyse strategic and operational plans and policies to identify relevant policies and objectives	
	1.2	Develop <i>recruitment, selection and induction policies and procedures</i> and supporting documents	
	1.3	Review options for technology to improve the efficiency and effectiveness of the recruitment and selection process	
	1.4	Obtain support for policies and procedures from senior managers	
	1.5	Trial forms and documents that support policies and procedures and make necessary adjustments	
	1.6	Communicate policies and procedures to relevant staff and provide training if required	
2. Recruit and select staff	2.1	Determine future human resources needs in collaboration with <i>relevant managers and sections</i>	
	2.2	Ensure current position descriptors and person specifications for vacancies are used by managers and others involved in the recruitment, selection and induction processes	

RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 16
Document Id: BSB50207 Diploma of Business RPL & Assessment Resources Kit	Modified on: 01/11/2010 by Brian Roberts		Version: NSW2
Issue Date: 01/11/2010	Review Date: 30/10/2011	Authorised by: Mr. David Jackson	
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	2.3	Provide access to training and other forms of support to all persons involved in the recruitment and selection process	
	2.4	Ensure that <i>advertising</i> of vacant positions complies with organisational policy and legal requirements	
	2.5	Utilise <i>specialists</i> where necessary	
	2.6	Ensure that <i>selection procedures</i> are in accordance with organisational policy and legal requirements	
	2.7	Ensure that processes for advising applicants of selection outcome are followed	
	2.8	Ensure that job offers and contracts of employment are executed promptly and that new appointments are provided with advice about salary, terms and conditions	
3. Manage staff induction	3.1	Provide access to training and ongoing support for all persons engaged in staff induction	
	3.2	Check that induction processes are followed across the organisation	
	3.3	Oversee the management of probationary employees and provide them with feedback until their employment is confirmed or terminated	
	3.4	Obtain feedback from participants and relevant managers on the extent to which the induction process is meeting its objectives	
	3.5	Make refinements to induction policies and procedures	
Qualifications Gained (Tick the appropriate box)		Portfolio Evidence Attached (Tick the appropriate box)	
<input type="radio"/> RTO credential <input type="radio"/> Tertiary institution credential (university) <input type="radio"/> Company training course <input type="radio"/> Previous employer training course <input type="radio"/> Accredited Tertiary/Secondary course <input type="radio"/> Other training course (please specify)		<input type="radio"/> Sample of work completed <input type="radio"/> References and Testimonials <input type="radio"/> Letter of Validation <input type="radio"/> Certificate <input type="radio"/> Statement of results <input type="radio"/> Awards <input type="radio"/> Other (specify)	
Observation provided by: (Tick the appropriate box)		Written testimonial provided covering: (Tick the appropriate box)	
<input type="radio"/> Person holding unit of competency <input type="radio"/> Supervisor familiar with work <input type="radio"/> Independent expert		<input type="radio"/> Knowledge (written report or paper) <input type="radio"/> Work experience <input type="radio"/> Life experience	
Signed:		Date completed:	
Name in Full:		Contact email:	

RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 17
Document Id: BSB50207 Diploma of Business RPL & Assessment Resources Kit		Modified on: 01/11/2010 by Brian Roberts	Version: NSW2
Issue Date: 01/11//2010	Review Date:30/10/2011	Authorised by: Mr. David Jackson	
Developed by: Brian Roberts		Source:	
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2. A GUIDE TO THE COLLECTION OF EVIDENCE

<p>A guide to the collection of evidence for: BSBHRM506A Manage recruitment selection and induction processes</p>
<p>The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency. Assessment must reflect the endorsed Assessment Guidelines of the Business Services Training Package.</p>
<p>Overview of Assessment</p>
<p>To demonstrate competency against this unit candidates must be able to provide evidence of the following</p> <ul style="list-style-type: none"> • development of a policy and procedures framework for recruitment, selection and induction OR critical analysis of an existing policy and procedures framework for recruitment, selection and induction • knowledge of relevant legislation
<p>Candidates must show that they have participated in relevant industry/professional development events or activities and had access to appropriate documentation and resources normally used in the workplace to establish communication skills to liaise across the organisation and to ensure that policies and procedures are well supported, leadership skills to engage others and to ensure that good processes are followed and supported, and knowledge of: concept of outsourcing, diversity, equal employment opportunity and anti-discrimination principles and associated legislation, employee contracts, industrial relations, recruitment and selection methods, including assessment centres, relevant legislation on equal opportunity, industrial relations and anti-discrimination, relevant terms and conditions of employment, understanding of psychometric and skills testing programs, workplace relations regulations, workplace relations legislation and other relevant legislation</p>

RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 18
Document Id: BSB50207 Diploma of Business RPL & Assessment Resources Kit	Modified on: 01/11/2010 by Brian Roberts		Version: NSW2
Issue Date: 01/11/2010	Review Date: 30/10/2011	Authorised by: Mr. David Jackson	
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Checklist for provision of evidence for this Unit of Competency		Mark off when satisfied
Recruitment, selection and induction policies and procedures that could be used as evidence include:	<ul style="list-style-type: none"> • application processing • competency profiling • documentation and use of standard forms • equal opportunity, anti-discrimination and diversity principles • interviewing methodologies • job analysis • job classifications, assessment centres • job description • job evaluation • privacy and confidentiality • probationary periods • psychometric assessment • recruitment advertising • reference checks • selection panels and their composition • the application of commercial software packages to improve efficiency in recruitment and selection processes • training for new staff 	
Advertising that could be used as evidence includes:	<ul style="list-style-type: none"> • internal channels • internet • newspapers • radio • recruitment agencies or specialists • television 	
Selection procedures that could be used as evidence include:	<ul style="list-style-type: none"> • aptitude test or IQ tests • behaviour in leaderless groups • demonstration of techniques or technical skills • interviews, including structured interviews, behavioural interviews or other interviewing methodologies • peer assessments • personality testing • psychometric testing • referee reports • use of an assessment centre • work samples 	
Resource implications for assessment include:	<ul style="list-style-type: none"> • relevant organisational/legal documentation • access to relevant benchmarks • access to networks, technology, communication 	
Specific evidence requirements must include:	<ul style="list-style-type: none"> • development of a policy and procedures framework for recruitment, selection and induction OR critical analysis of an existing policy and procedures framework for recruitment, selection and induction • knowledge of relevant legislation 	

RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 19
Document Id: BSB50207 Diploma of Business RPL & Assessment Resources Kit	Modified on: 01/11/2010 by Brian Roberts		Version: NSW2
Issue Date: 01/11//2010	Review Date:30/10/2011	Authorised by: Mr. David Jackson	
Developed by: Brian Roberts	Source:		
This document is Controlled and therefore may not be altered or amended without approval of the Authorising Officer			

3. OBSERVATION

OBSERVATION ASSESSMENT for BSB50207 Diploma of Business			
Candidate name:			
Unit of competency:	BSBHRM506A Manage recruitment selection and induction processes		
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
Analyse strategic and operational plans and policies to identify relevant policies and objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop recruitment, selection and induction policies and procedures and supporting documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review options for technology to improve the efficiency and effectiveness of the recruitment and selection process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Obtain support for policies and procedures from senior managers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trial forms and documents that support policies and procedures and make necessary adjustments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicate policies and procedures to relevant staff and provide training if required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determine future human resources needs in collaboration with relevant managers and sections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensure current position descriptors and person specifications for vacancies are used by managers and others involved in the recruitment, selection and induction processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide access to training and other forms of support to all persons involved in the recruitment and selection process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensure that advertising of vacant positions complies with organisational policy and legal requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilise specialists where necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensure that selection procedures are in accordance with organisational policy and legal requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensure that processes for advising applicants of selection outcome are followed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensure that job offers and contracts of employment are executed promptly and that new appointments are provided with advice about salary, terms and conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide access to training and ongoing support for all persons engaged in staff induction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check that induction processes are followed across the organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oversee the management of probationary employees and provide them with feedback until their employment is confirmed or terminated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Obtain feedback from participants and relevant managers on the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 20
Document Id: BSB50207 Diploma of Business RPL & Assessment Resources Kit	Modified on: 01/11/2010 by Brian Roberts		Version: NSW2
Issue Date: 01/11//2010	Review Date:30/10/2011	Authorised by: Mr. David Jackson	
Developed by: Brian Roberts	Source:		
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extent to which the induction process is meeting its objectives			
Make refinements to induction policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback to candidate:			
The candidate's overall performance was:			
Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/>			
Signature of Assessor/Observer:			
		Dated: / /201	
Signature of candidate/assessee:			
		Dated: / /201	

RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 21
Document Id: BSB50207 Diploma of Business RPL & Assessment Resources Kit	Modified on: 01/11/2010 by Brian Roberts		Version: NSW2
Issue Date: 01/11//2010	Review Date:30/10/2011	Authorised by: Mr. David Jackson	
Developed by: Brian Roberts		Source:	
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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.	
<input type="checkbox"/> Development of a policy and procedures framework for recruitment <input type="checkbox"/> Development of a policy and procedures framework for selection <input type="checkbox"/> Development of a policy and procedures framework for induction <input type="checkbox"/> Critical analysis of an existing policy and procedures framework for recruitment <input type="checkbox"/> Critical analysis of an existing policy and procedures framework for selection <input type="checkbox"/> Critical analysis of an existing policy and procedures framework for induction <input type="checkbox"/> Knowledge of relevant legislation	
Other evidence provided/substituted (List each item):	
Assessor to complete Evidence is: Valid Sufficient Authentic Current <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Assessor signature: Dated: ____/____/201	

RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 22
Document Id: BSB50207 Diploma of Business RPL & Assessment Resources Kit	Modified on: 01/11/2010 by Brian Roberts		Version: NSW2
Issue Date: 01/11//2010	Review Date:30/10/2011	Authorised by: Mr. David Jackson	
Developed by: Brian Roberts		Source:	
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Sample of RPL evidence gathering process for BSBHRM506A Manage recruitment selection and induction processes

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 managing recruitment selection and induction processes in relation to:

- Having managed the recruitment selection and induction processes from the perspective of an HR manager responsible for ensuring the organisation undertakes these processes in accordance with predetermined policies and procedures
- Having consulted with other workplace managers to develop recruitment and selection plans
- Having developed, co-ordinated and implemented processes to recruit and select human resources to meet organisational/workplace needs
- How you collected analysed and organised information to develop, co-ordinate and implement processes to recruit and select human resources to your organisational/workplace needs
- Having used technology, such as internet-based recruitment, commercial software to aid communication and enhance recruitment and selection process

You must be able to demonstrate:

- That you are competent in all aspects of the recruitment selection and induction processes from the perspective of an HR manager responsible for ensuring your organisation/workplace undertakes these processes in accordance with predetermined policies, procedures, and legislation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

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

- Where you have been involved in the establishment of effective recruitment and selection processes which facilitated the supply of human resources matched to your organisational/workplace needs
- . [refer: “**Critical aspects for assessment and evidence required to demonstrate competency in this unit**” in the unit Evidence Guide]

and

RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 23
Document Id: BSB50207 Diploma of Business RPL & Assessment Resources Kit	Modified on: 01/11/2010 by Brian Roberts		Version: NSW2
Issue Date: 01/11/2010	Review Date:3010/2011	Authorised by: Mr. David Jackson	
Developed by: Brian Roberts	Source:		
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- examples of appropriate documentation and resources normally used in your workplace for example copies of job analysis, job descriptions, job evaluations, recruitment advertising, employee contracts, internet-based recruitment, reports/templates from human resources commercial software

[refer: “**Context of and specific resources for 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 *legislation, codes and national standards* which are/were relevant to the recruitment selection and induction processes in your workplace
- When and how you been actively involved in OH&S considerations, for example the establishment and maintenance of **OHS** training, records, induction processes
- Where and how you reviewed workplace performance against OHS legislation and organisation's OHS system, especially policies, procedures and work instructions
- Your involvement in the **recruitment and selection processes, by** such activities as:
 - job analysis
 - job description
 - job evaluation
 - recruitment advertising
 - use of external agencies
 - application processing
 - competency profiling
 - job classifications, assessment centres
 - psychometric assessment
- What commercial software packages to improve efficiency in recruitment and selection processes have you used? Can you provide a report or activity you have generated?
- Where and how have you identified and analysed workplace *performance gaps*
- Where and how you consulted with *relevant managers and sections*
- Who these *relevant managers and sections* were
- Where and how you provided position descriptors and person specifications for vacancies to *relevant managers* and updated where appropriate
- How when and what sort of *advertising* for vacant positions have you actively been involved with?
- How have you ensured that vacant positions were *advertised* and selection procedures implemented in accordance with organisational/workplace policy and advertisements meet all legal requirements such as Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Have you been involved in the advising and monitoring of terms and conditions of employment and *probation period* to successful applicants. If so, how have you done this?

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.

RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 24
Document Id: BSB50607 RPL & Assessment Resources Kit	Modified on: 12/10/2010 by Brian Roberts		Version: NSW2
Issue Date: 12/10/2010	Review Date:3010/2011	Authorised by: Mr. David Jackson	
Developed by: Brian Roberts	Source:		
This document is Controlled and therefore may not be altered or amended without approval of the Authorising Officer			

Examples of documented evidence

1 A report/document which reviews one, several or all of the following

- Your organisation/workplace human resource strategy and planning, which may include strategic goals, policies and procedures, and their implications for future human resource requirements (present and future)
- Relevant legislation that affects your organisation/workplace operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- Relevant terms and conditions of employment
- Existing recruitment and selection methods, including assessment centres, role of diversity and recommendations (if any)
- The reliability and validity of existing organisation/workplace recruitment and selection methods
- The relevance and application of psychometric and skills testing programs to your workplace, including recommendations (if any)
- The use and relevance of outsourcing by your organisation/workplace
- Employee contracts – suitability, probation periods, need to reflect changes in in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination j
- Effect, use and suitability of internet-based recruitment to your organisation/workplace. Do you have an example of such this recruitment tool?
- Impact, obligations and changes to industrial relations systems applicable to your organisation/workplace
- The effect of changing economic, social, demographic, labour market conditions and educational trends to your workplace human resources needs

A valid report/document, well documented, should:

- Clarify the **human resources issues** for review and document the scope of review
- Record Consultation with **relevant personnel and sections**
- Identify policies and procedures relevant to the issue
- Apply ethical framework

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 manager [to establish **authenticity**]
- Dates and timeframes [to establish **currency**]
- Description of the how you applied the develop recruitment selection and induction processes work allocation function, how you identified needs, developed **Recruitment and selection processes**, induction plan and supporting resources, agreed on performance gaps etc [**validity – Element 1**]
- Description of how you recruited and selected staff [**validity – Element 2**]

RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 25
Document Id: BSB50607 RPL & Assessment Resources Kit	Modified on: 12/10/2010 by Brian Roberts		Version: NSW2
Issue Date: 12/10/2010	Review Date:3010/2011	Authorised by: Mr. David Jackson	
Developed by: Brian Roberts	Source:		
This document is Controlled and therefore may not be altered or amended without approval of the Authorising Officer			

- Description of strategies to manage the induction of staff, including examples of an induction plan and training recommendations, , employee assessment report, feedback, confirmation of employment and implementation of improvements to process (if applicable) [**validity – Element 4**]

2 A final report form

Some form of documented evidence evidencing that the above was undertaken and satisfactorily implemented [**validity – Element 1, 2, 3 & 4**]

3 Suggested evidence to support your competency to:

- **Communicate and Working with others in teams -**

Such evidence may be in the form of:

consulting with other managers regarding recruitment/selection/induction requirements, delivering effective induction programs via emails/ /memos between you and your workplace supervisor, written feedback and/or from others involved with the recruitment and selection management functions discussing/commenting upon outcomes achieved and the value of any recommendations for future activity regarding the management of the recruitment and selection process

- **Market Internally and externally market to attract applicants to apply for vacant positions**

Such evidence may be in the form of:

copies internal emails and memos, copies of advertisements/advertising scripts via internal bulletin, internal notice board, newspaper, radio, television, internet, recruitment agencies

- **Communication to advise potential applicants about positions and answer inquiries, including negotiating terms and conditions of employment**

Such evidence may be in the form of:

advertisements placed, emails/correspondence between you and applicants, emails/memos between you and your workplace supervisor, written feedback from the recruited/inducted employee, written feedback your workplace supervisor and/or from others involved with the recruitment and selection management functions discussing/commenting upon outcomes achieved

- **Interviewing to participate in/support managers in selection interviewing evidence**

selection criteria developed to meet needs of job analysis, job description which comply with Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination, emails/memos between you and the selection panel, your workplace supervisor, written feedback from the recruited/inducted employee, written feedback from your workplace supervisor and/or from others involved with the recruitment and selection management functions discussing/commenting upon outcomes achieved and regarding the selection interviewing evidence process, records of interview

RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 26
Document Id: BSB50607 RPL & Assessment Resources Kit	Modified on: 12/10/2010 by Brian Roberts		Version: NSW2
Issue Date: 12/10/2010	Review Date:3010/2011	Authorised by: Mr. David Jackson	
Developed by: Brian Roberts	Source:		
This document is Controlled and therefore may not be altered or amended without approval of the Authorising Officer			

- **Relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities**

Such evidence may be in the form of wording of selection criteria, location and wording of advertising, wording of interview questions, wording and process of induction, emails/correspondence between you and applicants, emails/memos between you and your workplace supervisor, written feedback from the recruited/inducted employee, written feedback your workplace supervisor and/or from others involved with the recruitment and selection management functions discussing/commenting upon EEO outcomes achieved

- **Collecting analysing and organising information**

Such evidence may be in the form of emails/correspondence between you your workplace supervisor, written feedback from the recruited/inducted employee, written feedback your workplace supervisor and/or from others involved with the recruitment and selection management functions discussing/commenting upon outcomes achieved and the value of any recommendations for future activity regarding the development, co-ordination and implementation processes to recruit and select human resources to meet organisational needs

- **Planning and organising activities**

Such evidence may be in the form of emails/correspondence between you your workplace supervisor, written feedback your workplace supervisor and/or from others involved with the recruitment and selection management functions discussing/commenting upon outcomes achieved and the value of any recommendations for future activity regarding: to facilitate the selection processes

- **Using mathematical ideas and techniques -**

Such evidence may be in the form of: Statistical data extracted to aid planning such as: the suitability and success of forms and locations of advertisements; the ratio of workplace performance lost through: disputes, work bans/go slow, disruptive conflict, low/high turnover of labour, quality/OHS/environmental failure; statistical data related to productivity below budget, costs above budget, success of use of external agencies - in the documented form of emails/report/correspondence between you your workplace supervisor, written feedback your workplace supervisor and/or from others involved with the recruitment and selection management functions discussing/commenting upon outcomes achieved and the value of the use of mathematical ideas and techniques

- **Solving problems - to ensure both managers and new employees are satisfied with the outcomes**

Such evidence may be in the form of: Using technology to aid communication and enhance recruitment and selection process including accessing information and assisting in the recruitment process, emails/correspondence between you and applicants, emails/memos between you and your workplace supervisor, written feedback from the recruited/inducted employee, written feedback your workplace supervisor and/or from others involved with the recruitment and selection

RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 27
Document Id: BSB50607 RPL & Assessment Resources Kit	Modified on: 12/10/2010 by Brian Roberts		Version: NSW2
Issue Date: 12/10/2010	Review Date:3010/2011	Authorised by: Mr. David Jackson	
Developed by: Brian Roberts	Source:		
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management functions discussing/commenting upon outcomes achieved and the value of the recommendations for future activity regarding the management of the recruitment and selection process

4 Third party report

Your facilitation of all aspects of the analysis, implementation and monitoring that supports work across a range of recruitment, selection and induction 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 human resources functions. Together, the research documents, emails and third party report should demonstrate your competency

RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 28
Document Id: BSB50607 RPL & Assessment Resources Kit	Modified on: 12/10/2010 by Brian Roberts		Version: NSW2
Issue Date: 12/10/2010	Review Date:3010/2011	Authorised by: Mr. David Jackson	
Developed by: Brian Roberts	Source:		
This document is Controlled and therefore may not be altered or amended without approval of the Authorising Officer			

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Working Futures™ for layout, design, methods and tools

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RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 29
Document Id: BSB50607 RPL & Assessment Resources Kit	Modified on: 12/10/2010 by Brian Roberts		Version: NSW2
Issue Date: 12/10/2010	Review Date:3010/2011	Authorised by: Mr. David Jackson	
Developed by: Brian Roberts	Source:		
This document is Controlled and therefore may not be altered or amended without approval of the Authorising Officer			