



Recognition of Prior Learning and Assessment Kit

FNS30311 Certificate III in Accounts Administration

The FNS30311 Certificate III in Accounts reflects the job roles of employees with functions that could include:

- filing, checking and processing financial data entry and processing accounts payable/accounts receivable
- providing customer service in financial transactions
- assisting in processing payroll
- front line cashiering and bank account maintenance
- assisting with entering transaction data to ledgers and maintaining a general ledger
- processing purchases and sales including EFT/e-business
- producing GST reports

To be awarded Recognition of Prior Learning (RPL) for this qualification evidence of competency must be submitted for 11 units must be submitted as follows:

7 core units plus 4 elective units

1 elective unit must be selected from the elective units listed below.

The remaining **3 elective units** may be selected from the elective units listed below, any endorsed Training Package or accredited course. Elective units may be selected from a Certificate III or Certificate IV qualification.

Elective units must be relevant to the work outcome, local industry requirements and the qualification level.

Core units of competency:

FNSACC301A Process financial transactions and extract interim reports

FNSACC302A Administer subsidiary accounts and ledgers

FNSACC303A Perform financial calculations

FNSINC301A Work effectively in the financial services industry

BSBOHS201A Participate in OHS processes

BSBITU306A Design and produce business documents

BSBWRT301A Write simple documents

Elective units of competency:

FNSACM301A Administer financial accounts

FNSACM302A Prepare, match and process receipts

FNSACM303A Process payment documentation

FNSBKG402A Establish and maintain a cash accounting system

FNSBKG403A Establish and maintain an accrual accounting system

FNSBKG405A Establish and maintain a payroll system

FNSCRD301A Process applications for credit

FNSCRD302A Monitor and control accounts receivable

FNSCRD405A Manage overdue customer accounts

FNSORG301A Administer fixed asset register

FNSRTS301A Provide customer service in a retail agency

FNSRTS302A Handle foreign currency transactions

FNSRTS304A Administer debit card services

FNSRTS307A Maintain Automatic Teller Machine (ATM) services

FNSRTS308A Balance cash holdings

FNSRTS309A Maintain main bank account

FNSCUS402A Resolve disputes
BSBCMM301A Process customer complaints
BSBCUS301A Deliver and monitor a service to customers
BSBCUS403A Implement customer service standards
BSBFIA302A Process payroll
BSBFIA401A Prepare financial reports
BSBITU304A Produce spreadsheets
BSBITU305A Conduct online transactions
BSBRKG303B Retrieve information from records
BSBRKG304B Maintain business records
BSBWOR301A Organise personal work priorities and development

PLEASE REFER TO TRAINING.GOV.AU FOR THE PERFORMANCE CRITERIA TO BE SATISFIED FOR EACH UNIT.

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.

The evidence you submit 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 identify the relevant evidence against each unit of competency. It is your job to link the evidence to a unit and state its relevance. It is not the job of the assessor to do so. The

assessor’s job is to determine whether the evidence submitted satisfied the evidence criteria required for a unit.

5. Complete the RPL Kit’s cover sheet, check that all relevant forms have been signed and included, and after copying the completed package, submit the evidence and all the completed sheets in this Kit to Australian Salesmasters Training Company for assessment.

TIPS AND HINTS TO HELP YOU PREPARE FOR RECOGNITION

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

Here are some tips and hints for you:

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

Dos	Don'ts
<p>Do show reasons why you believe you are competent .e.g. I have been working on a building site for two years. I believe I am competent because I finish my tasks on time, I have a strong record on working safely and I follow plans precisely. Evidence of this is contained in my supervisor's report, which is Item 1 in my portfolio.</p>	<p>Don't assume you're competent simply because you have been doing the job for a long time. e.g. I have been working on a building site for two years. My tasks include following plans, preparing and handling materials, using tools and equipment and carrying out basic demolition.</p>
<p>Do use examples to show you are competent. e.g. Before I begin a training session I always make sure computer wires are taped to the floor. When</p>	<p>Don't just say you are competent without giving examples. e.g. I am very aware of OH&S issues and try to keep the workplace safe at all times.</p>

<p>training begins, I let people know where the fire exits are and advise people to drink water during the day.</p>	
<p>Do get external support for your examples. Wherever possible, back up your claims by reports from witnesses or supervisors, or maybe even prizes, awards, qualifications or newspaper items.</p>	<p>Don't rely on your own word only to prove your competence. It is the weakest form of evidence.</p>
<p>Do explain the results or outcomes of your competent performance.e.g. Thanks to my re-organisation of the kitchen, chefs can get on with cooking and waiters with serving, without confusion. As a result we have reduced waiting time for meals by 10 per cent in the last three weeks. Evidence of this is in my employer's reference, which is Item 2 in my portfolio, and also in a testimonial from a regular customer, which is Item 3 in my portfolio. I also include photos showing the kitchen set-up before and after I arranged it.</p>	<p>Don't just say what you did, without explaining the results you got. e.g. Thanks to my re-organisation of the kitchen, tension has been reduced</p>

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).

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.

8. Historical evidence

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

QUALITY EVIDENCE TO BE COLLECTED

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

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

GATHERING EVIDENCE

There are three broad types of evidence that you can collect

- Direct evidence
- Indirect evidence
- Personal statements

Direct Evidence

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

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

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

Indirect evidence

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

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

- Reports from managers or supervisors who have witnessed specific activities you have undertaken

Personal Statements

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

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

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

GUIDE TO THE SUBMISSION OF EVIDENCE

How to lodge evidence

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

- be typed or 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

ASTC RPL FNS30311 Certificate III in Accounts Administration

- 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 Financial Services 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 Financial Services at AQTF Level 111.

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)
	Vocational Graduate Diploma Vocational Graduate Certificate Advanced Diploma Diploma Certificate IV Certificate III	Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Advanced Diploma Diploma

Senior Secondary Certificate of Education	Certificate II Certificate I	
---	---------------------------------	--

Australian Quality Training Framework Level – Level III

Characteristics of competencies include:

- performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints;
- breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specific problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available; and
- applications may involve some responsibility for others. Participation in teams including group or team coordination may be involved..

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate some relevant theoretical knowledge
- apply a range of well developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others

APPLICANT EMPLOYMENT HISTORY FORM

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

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

4.					

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.

ASTC RPL FNS30311 Certificate III in Accounts Administration

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		

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.

ASTC RPL FNS30311 Certificate III in Accounts Administration

Use the a Portfolio Cover sheet (example below) 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_				

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"/>
Comments or notes by third party:			
The candidate's overall performance was: Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/>			
Signature of Third Party providing testimony:		Dated: ____ / ____ /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: ____ / ____ /201__			

The RPL application

RECOGNITION OF PRIOR LEARNING COVER SHEET

Program: Code: **FNS30311** Title: **Certificate III in Accounts Administration**

Name:

Employer:

Postal Address:

Date of Posting:

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

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

Declaration

I declare that:

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

Signed:

Date:

Please post assessment to:

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

CREDENTIALS PRESENTED AS evidence

Name the credentials (qualifications or statements of attainment) claimed as providing primary evidence for Recognition of Prior Learning against the units of competency composing the Financial 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

THE FOLLOWING ARE EXAMPLES OF COMPLETED:

1. LEARNING ENVIRONMENT COMPETENCY STANDARD

FNSICIND401B	Apply principles of professional practice to work in the financial services industry		
Unit Descriptor	This unit covers the fundamental skills needed for employment and the application of industry and company procedures, guidelines, policies and standards in a daily work context within the financial services industry...		
Application of the Unit	This unit requires the application of an understanding of the industry and the way it operates to the work carried out by the employee. It involves demonstration of a working knowledge of company policy and procedures required to undertake day to day tasks. It is the base unit on which the other skills required for work in the financial services industry are built. It may be applied in all sectors of the industry.		
Element	Performance Criteria		Tick if evidence provided (✓)
1. Identify the scope, sectors and responsibilities of the industry	1.1	<i>External forces</i> impacting on the financial services industry are identified and considered in carrying out activities	
	1.2	The <i>main sectors</i> of the financial services industry and the inter-relationship between sectors are identified and considered in carrying out activities	
	1.3	The roles and responsibilities of the participants in the financial services industry are identified and considered in carrying out activities	
2. Identify and apply financial services industry guidelines, procedures and legislation	2.1	Information on relevant <i>legislation, regulations and codes of practice</i> is collected and analysed and the application to the role in the workplace determined	
	2.2	Work practice is clarified and refined in light of relevant legislation, regulations and codes of practice	
	2.3	Relevant codes of practice are used to guide an ethical approach to workplace practice and decisions	
3. Manage information	3.1	Relevant documents and reports are read, understood and any implications discussed with relevant persons	
	3.2	Documents, reports, data and numerical <i>calculations</i> are analysed, checked, evaluated and organised to meet the customer's and/or the organisation's requirements	
	3.3	Information is presented in a <i>format appropriate for the audience</i>	
4. Plan work to be	4.1	Tasks to be done and relevant conditions are determined	

completed taking into consideration time, resources and other constraints	4.2	Work is planned either working alone or with others	
	4.3	Work is planned for a given period managing resources, time and priorities	
	4.4	Contributions are made to organisation ' s planning process	
	4.5	Changes in technology and work organisation are adapted to	
5. Develop and maintain personal competency	5.1	Professional development needs and goals are identified and reviewed on a regular basis	
	5.2	Competency, authorisation and licensing requirements are clarified	
	5.3	<i>Professional development opportunities</i> that reflect needs and goals are sought and completed in an agreed upon timeframe	
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:	

A GUIDE TO THE COLLECTION OF EVIDENCE

<p>A guide to the collection of evidence for: FNSICIND401B Apply principles of professional practice to work in the financial services industry</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 Financial Services Training Package</p>	
<p>Overview of Assessment</p>	
<p>To achieve competency in this unit, a person must be able to demonstrate:</p> <ul style="list-style-type: none"> • knowledge of products and services provided by sector • knowledge of relevant legislation, regulations and industry codes of practice applicable to the workplace • ability to analyse, evaluate and organise relevant information • ability to plan work taking into account any constraints and available resources • ability to identify and evaluate professional development opportunities. 	
<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 and demonstrate:</p> <ul style="list-style-type: none"> • basic communication skills in terms of literacy skills, written documentation, telephone skills, listening and questioning • basic interpersonal and communication skills (including listening and questioning) • administrative skills such as managing information, appropriate filing, documentation and coordinator of tasks and time management • basic numeracy skills including use of appropriate software, databases and computer and keyboards skills • knowledge of industry and company policies and procedures in regard to customer service and administration • knowledge of the economic and political climate relating to the financial industry • knowledge of relevant legislation and statutory requirements and industry codes of practice including Consumer Credit Code, Privacy Act, Credit Act • basic communication techniques such as questioning, listening and giving feedback over the phone, face to face, one to one, or in a small group • knowledge of industry/company security practices and knowledge of the reasons for such practices • knowledge of internal administration systems such as basic accounting systems and databases, software programs • knowledge of technology and computer systems and software usage 	
<p>Checklist for provision of evidence for this Unit of Competency</p>	
	<p>Mark off when satisfied</p>
<p>External forces that may be used as evidence include:</p>	<ul style="list-style-type: none"> • codes of practice • legislation relating to companies or associations • requirements for public meetings

ASTC RPL FNS30311 Certificate III in Accounts Administration

<p>Main sectors that may be used as evidence include:</p>	<ul style="list-style-type: none"> • accounting • insurance • retail financial services • lending services • banking • financial planning • credit management • credit and lending services • mercantile management • finance and mortgage broking • conveyancing • risk management • loss adjusting • worker compensation • financial markets
<p>Legislation, regulations and codes of practice that may be used as evidence include:</p>	<ul style="list-style-type: none"> • industry codes of practice • occupational health and safety (OH&S) legislation • Anti-discrimination legislation • Consumer Credit Code • Privacy Act • legislation covering competition, prudential regulation • finance code • Electronic Funds Transfer (EFT) code of conduct • Financial Transaction Reports Act • Corporations Act (including Accounting Standards) • Business Names legislation • Financial Services Reform Act (FSRA) • Taxation Law • Australian Accounting Standards • Superannuation Industry (Supervision) (SIS) Act • Australian Competition and Consumer Commission (ACCC) Section 60
<p>Policies, guidelines and procedures that may be used as evidence include:</p>	<ul style="list-style-type: none"> • company and customer charters • best practice guidelines • complaint and grievance procedures • franchise agreements • industry procedures manuals • industry policy documents • operating manuals • customer services statements • company codes of practice • induction program
<p>Philosophy and ethical standards that may be used as evidence include:</p>	<ul style="list-style-type: none"> • maintaining confidentiality • use of company property, resources and authority • duty of care • non-discriminatory practices • conflict of interest • full disclosure of remuneration/fees and other conflicts of interest which may influence the adviser's recommendation • good faith • mission statements • induction program • guidance from supervisor

ASTC RPL FNS30311 Certificate III in Accounts Administration

<p>Calculations that may be used as evidence include:</p>	<ul style="list-style-type: none"> • insurance premiums • tax • bank balances, reconciliations • interest • income expected • payments • forecasts of capital growth • profits forecasts
<p>Format appropriate for the audience that may be used as evidence include:</p>	<ul style="list-style-type: none"> • in person • by telephone, facsimile or other electronic means • written document • application form
<p>Professional development opportunities that may be used as evidence include:</p>	<ul style="list-style-type: none"> • professional workshops • community courses • in-house programs • coaching and mentoring • conferences • e-learning
<p>Context of and specific resources for assessment</p>	<p>Assessment must ensure access to an actual workplace or simulated environment and access to office equipment and resources</p>
<p>Method of assessment</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> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • demonstration of techniques

3. OBSERVATION

FNSICIND401B: Apply Principles of Professional Practice to Work in the Financial Services Industry.

Note: The Participant should be assessed on this Unit based on your **observation of their application of the principles of professional practice to work in the Financial Services Industry**. Please complete the following questionnaire, based on your observation of the Participant in the workplace. This questionnaire then becomes part of the Participant's portfolio of evidence relating to a particular unit of competence. The column '**Observation Points**' lists the criteria you are asked to use in making your assessment. As this is a very broad competency with a number of diverse competency elements, you may like to add supplementary notes to this brief set of observation points

Elements	Questions/Observation Points	Yes	No
1. Identify the scope, sectors and responsibilities of the industry	1.1. Can the <i>Participant</i> identify and consider external forces* impacting on the financial services industry in carrying out activities? * <i>External forces can include:</i> – <i>Value of the dollar, Interest rates, Political climate, Economic climate, Media, press and public relations reports</i>	<input type="checkbox"/>	<input type="checkbox"/>
	1.2. In carrying out activities, does the Participant identify and consider the inter-relationship of the main sectors* of the financial services industry? * <i>Main sectors can include:</i> – <i>Accounting, Insurance, Retail financial services, Banking, Risk management, Financial markets</i>	<input type="checkbox"/>	<input type="checkbox"/>
	1.3. In carrying out activities, does the Participant identify and consider the roles and responsibilities of the participants in the financial services industry?	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify and apply financial services industry guidelines, procedures and legislation	2.1 Is the Participant able to collect and analyse information on relevant legislation, regulations and codes of practice*? Does the Participant apply this information to their role in the workplace? * <i>Legislation, regulations and codes of practice can include:</i> – <i>Industry codes of practice, Occupational Health & Safety (OH&S) legislation, Anti-discrimination legislation, Privacy Act, Legislation covering prudential regulation, Corporations Act, Financial Services Reform Act (FSRA), Taxation Law, Superannuation Industry (Supervision) Act (SIS Act)</i>	<input type="checkbox"/>	<input type="checkbox"/>
	2.2 Does the Participant clarify and refine their work practices in light of relevant legislation, regulations and codes of practice?	<input type="checkbox"/>	<input type="checkbox"/>
	2.3 Does the Participant use relevant codes of practice to guide an ethical approach to workplace practice and decisions?	<input type="checkbox"/>	<input type="checkbox"/>

Elements	Questions/Observation Points	Yes	No
3. Manage information	3.1 Is the Participant able to read and understand relevant documents and reports and discuss implications discussed with relevant persons?	<input type="checkbox"/>	<input type="checkbox"/>
	3.2 Is the Participant able to analyse, check and evaluate documents, data, reports and numerical calculations* to meet customer or the organisation's requirements? * Numerical calculations may include: – Insurance premiums, Tax, Payments, Interest	<input type="checkbox"/>	<input type="checkbox"/>
	3.3 Is the Participant able to present information in a format appropriate* for the intended audience? * Appropriate formats may include: – In person, Telephone, facsimile or other electronic means, Written document, Application form	<input type="checkbox"/>	<input type="checkbox"/>
4. Plan work to be completed taking into consideration time, resources and other constraints	4.1 Can the Participant identify the tasks to be done and the relevant conditions determined?	<input type="checkbox"/>	<input type="checkbox"/>
	4.2 Is the Participant able to plan work whether it is alone or with others?	<input type="checkbox"/>	<input type="checkbox"/>
	4.3 Is the Participant able to plan work for a given period managing resources, time and priorities?	<input type="checkbox"/>	<input type="checkbox"/>
	4.4 Does the Participant contribute to UTI's planning process?	<input type="checkbox"/>	<input type="checkbox"/>
	4.5 Is the Participant able to adapt to changes in technology and work organisation?	<input type="checkbox"/>	<input type="checkbox"/>
5. Develop and maintain personal competency	5.1 Does the Participant get the opportunity to participate in identifying professional development needs and goals on a regular basis?	<input type="checkbox"/>	<input type="checkbox"/>
	5.2 Does the Participant seek out professional development opportunities based on needs and goals? Are these opportunities completed in an agreed upon timeframe? * Professional development opportunities include: – Professional workshops, In-house programs, e-learning	<input type="checkbox"/>	<input type="checkbox"/>

Supervisor Compulsory Declaration

I hereby confirm that the information provided by me on this assessment in all respects is correct and complete to the extent of my knowledge.

Supervisor Name:

Supervisor Signature:

Date:

4. PORTFOLIO OF EVIDENCE

Name:	Date submitted:
<p>I declare this evidence to have been produced by the undersigned. Candidate's signature:</p>	
Portfolio evidence presented for unit of competency:	
<p>FNSICIND401B: Apply Principles of Professional Practice to Work in the Financial Services Industry.</p>	
<p>A list of the type of evidence you MUST collect are listed below. There may be other pieces of evidence that you could collect. You are encouraged to discuss any other options with your assessor.</p> <p><i>Documented examples of</i></p> <ul style="list-style-type: none"> • Identifying the scope, sectors and responsibilities of the financial services industry • Identifying and applying financial services industry guidelines, procedures and legislation • Managing information • Planing work to be completed taking into consideration time, resources and other constraints • Developing and maintain personal competency 	
Other evidence provided/substituted (List each item):	
<p>Assessor to complete</p> <p>Evidence is: Valid Sufficient Authentic Current</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p>Assessor signature:</p> <p>Dated: ____/____/201</p>	

Sample of RPL evidence gathering process for BSBOHS201A Participate in the OHS 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 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 workplace health and safety policies and files on risk and hazard identification and documentation identifying and reporting emergency incidents.

You must be able to provide evidence of the following:

- Followed established safety procedures when conducting work
- Implemented workplace safety requirements
- Participated in WHS/OHS consultative processes
- Followed safety procedures

In particular, think of **at least two** examples where you may have:

- accurately followed all relevant safety procedures
- identified and reported hazards to designated personnel
- demonstrated knowledge of relevant health and safety legislation
- demonstrated knowledge of relevant materials, equipment and work processes.

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 and/or incidents you have identified and reported
- Where you been involved in consultative processes. If so, what where they?
- How, where and when you followed emergency procedures. 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 deals with emergency incidents and injuries

A valid report, well documented, should:

- Clarify the **work/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 emergency incidents and injuries
- 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 your work/occupational health and safety function, how you identified needs/hazards/risk etc [**validity**]
- Description of your reporting of emergency incidents and injuries and procedure frameworks and the application of legal framework[**validity**]

2 A final report form

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

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

- **3 Evidence to support your** literacy skills to interpret safety signs, symbols and notices

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 work/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.