



## **Recognition of Prior Learning and Assessment Kit**

# **FNS40611 Certificate IV in Accounting**

To be awarded recognition of prior learning for **FNS40611 Certificate IV in Accounting evidence of competency must be submitted for a total number of 13 units made up as follows:**

*9 core units plus 4 elective units*

*The elective units consist of:*

- 1 from the elective units listed below

*of the remaining 3 units:*

- up to 3 may be from the elective units listed below
- up to 3 may be from Certificate III, IV or Diploma qualification in any currently endorsed Training Package or accredited course.

*The elective units chosen must be relevant to the work outcome and meet local industry needs.*

### **Core Units**

*FNSACC301A Process financial transactions and extract interim reports*

*FNSACC403B Make decisions in a legal context*

*FNSACC404A Prepare financial statements for non-reporting entities*

*FNSACC406A Set up and operate a computerised accounting system*

*FNSBKG404A Carry out business activity and instalment activity statement tasks*

*FNSINC401A Apply principles of professional practice to work in the financial services industry*

*BSBFIA401A Prepare financial reports*

*BSBITU306A Design and produce business documents*

*BSBOHS201A Participate in OHS processes*

### **Elective Units**

*FNSACC302A Administer subsidiary accounts and ledgers*

*FNSACC303A Perform financial calculations*

*FNSACC401A Process business tax requirements*

*FNSACC402A Prepare operational budgets*

*FNSACC405A Maintain inventory records*

*FNSACC407A Produce job costing information*

*FNSACM401A Evaluate and authorise payment requests*

*FNSBKG405A Establish and maintain a payroll system\**

*FNSORG505A Prepare financial reports to meet statutory requirements*

*FNSORG506A Prepare financial forecasts and projections*

*BSBITU402A Develop and use complex spreadsheets*

*BSBWRT301A Write simple documents*

**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.

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.

## 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:

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:

- 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
  - 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 as members of a business administration team and a qualification providing participants with practical skills in the area of Business Administration at AQTF Level IV.

### What is the Australian Qualifications Framework?

The Australian Qualifications Framework (AQF) provides a national framework for all education and training qualifications in Australia. There are twelve qualifications in the AQF. Six of these are relevant to the Vocational Education and Training (VET) sector. The twelve qualifications are:

Schools Sector	Vocational Education and Training Sector	Higher Education Sector (Tertiary)
Senior Secondary Certificate of Education	Vocational Graduate Diploma Vocational Graduate Certificate  Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate I	Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Advanced Diploma Diploma

### Australian Quality Training Framework Level – Level IV

#### *Characteristics of Learning Outcomes*

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

#### *Distinguishing Features of Learning Outcomes*

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

## **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.*

OBSERVATION ASSESSMENT for			
<b>Candidate name:</b>			
<b>Unit of competency:</b>			
<b>Observers name (if unqualified):</b>			
<b>Assessors name (if qualified):</b>			
<b>Workplace:</b>			
<b>Date of assessment:</b>			
<b>Length of training session:</b>			
<b>Observation</b>			
<b>Using the Unit of Competency evidence and/or performance criteria list and confirm if the candidate has consistently, and to a satisfactory standard demonstration skills and knowledge relating to:</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Feedback to candidate:</b>			
<p><b>The candidate's overall performance was:</b></p> <p>Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/></p>			
<b>Signature of Assessor/Observer:</b>			
	Dated:        /        /201		
<b>Signature of candidate/Assessee:</b>			
	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.

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

<b>Name:</b>	<b>Date submitted:</b>
<p>I declare this evidence to have been produced by the undersigned.                  Candidate's signature:</p>	
<b>Portfolio evidence presented for unit of competency:</b>	
<p><b>List evidence in order:</b></p>	
<p><b>Assessor to complete</b></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>	

### Providing third part verification in a portfolio

This is a template that can be used by the RPL candidate to secure third party testimony as to their performance of skills and knowledge in relation to a unit of competency.

<b>Name:</b>		<b>Date submitted:</b>	
I declare this evidence to have been produced by the undersigned. Candidate's signature:			
<b>Third party testimony for unit of competency:</b> {List unit of competency title}			
<b>Testimony</b>			
Please confirm the work performance of the applicant using this checklist. This information is confidential and will be used by Registered Training Organisation to assess and recognise any prior learning the candidate may have that satisfy the unit of competency listed above  <b>Is the applicant able to reliably meet the organisation's performance standards for the following tasks?</b>  {List tasks of elements or skills and knowledge from unit of competency}	<b>Yes</b>	<b>Needs more experience</b>	<b>N/A</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments or notes by third party:</b>			
<b>The candidate's overall performance was:</b> Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/>			
<b>Signature of Third Party provide of testimony:</b>		Dated: ____ / ____ /201__	
<b>Position:</b>		<b>Contact phone number or email:</b>	
<b>Signature of candidate:</b>		Dated: ____ / ____ /201__	
<b>Position:</b>		<b>Contact phone number or email:</b>	
<b>RPL assessor to complete</b>			
Evidence is: Valid    Sufficient    Authentic    Current			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RPL Assessor signature:			
Dated: ____ / ____ /201__			

# The RPL Application

## RECOGNITION OF PRIOR LEARNING COVER SHEET

**Program: Code: FNS40611 Title: Certificate IV in Accounting**

Name:

Employer:

Postal Address:

Date of Posting:

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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 **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

## THE FOLLOWING ARE EXAMPLES OF COMPLETED:

### 1. LEARNING ENVIRONMENT COMPETENCY STANDARD

<b>FNSICIND401B</b>	<b>Apply principles of professional practice to work in the financial services industry</b>		
<b>Unit Descriptor</b>	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...		
<b>Application of the Unit</b>	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.		
<b>Element</b>	<b>Performance Criteria</b>	<b>Tick if evidence provided (✓)</b>	
<b>1. Identify the scope, sectors and responsibilities of the industry</b>	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	
<b>2. Identify and apply financial services industry guidelines, procedures and legislation</b>	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	
<b>3. Manage information</b>	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>	

<b>4. Plan work to be completed taking into consideration time, resources and other constraints</b>	4.1	Tasks to be done and relevant conditions are determined	
	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	
<b>5. Develop and maintain personal competency</b>	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	
<b>Qualifications Gained</b> (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)		<b>Portfolio Evidence Attached</b> (Tick the appropriate box) <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)	
<b>Observation provided by:</b> (Tick the appropriate box) <input type="radio"/> Person holding unit of competency <input type="radio"/> Supervisor familiar with work <input type="radio"/> Independent expert		<b>Written testimonial provided covering:</b> (Tick the appropriate box) <input type="radio"/> Knowledge (written report or paper) <input type="radio"/> Work experience <input type="radio"/> Life experience	
<b>Signed:</b>		<b>Date completed:</b>	
<b>Name in Full:</b>		<b>Contact email:</b>	

## A GUIDE TO THE COLLECTION OF EVIDENCE

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

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

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

### 3. OBSERVATION

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

**Note:** The Applicant 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 Applicant in the workplace. This questionnaire then becomes part of the Applicant’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 Applicant identify and consider external forces* impacting on the financial services industry in carrying out activities? <i>* External forces can include:</i> – Value of the dollar, Interest rates, Political climate, Economic climate, Media, press and public relations reports	<input type="checkbox"/>	<input type="checkbox"/>
	1.2. In carrying out activities, does the Applicant identify and consider the inter-relationship of the main sectors* of the financial services industry? <i>* Main sectors can include:</i> – Accounting, Insurance, Retail financial services, Banking, Risk management, Financial markets	<input type="checkbox"/>	<input type="checkbox"/>
	1.3. In carrying out activities, does the Applicant 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 Applicant able to collect and analyse information on relevant legislation, regulations and codes of practice*? Does the Applicant apply this information to their role in the workplace? <i>* Legislation, regulations and codes of practice can include:</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)	<input type="checkbox"/>	<input type="checkbox"/>
	2.2 Does the Applicant 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 Applicant 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 Applicant 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 Applicant 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 Applicant 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 Applicant identify the tasks to be done and the relevant conditions determined?	<input type="checkbox"/>	<input type="checkbox"/>
	4.2 Is the Applicant able to plan work whether it is alone or with others?	<input type="checkbox"/>	<input type="checkbox"/>
	4.3 Is the Applicant able to plan work for a given period managing resources, time and priorities?	<input type="checkbox"/>	<input type="checkbox"/>
	4.4 Does the Applicant contribute to UTI's planning process?	<input type="checkbox"/>	<input type="checkbox"/>
	4.5 Is the Applicant 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 Applicant 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 Applicant 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

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