

Recognition of Prior Learning and Assessment Kit



CPP40611

Certificate IV in Property Services (Operations)

About this Kit

This RPL Kit is designed as a self assessment tool to determine whether you are able to provide evidence sufficient for judgements on whether you are competent against units of competency in the Training Package/Qualification undertaken.

This evidence must especially be sufficient, current, reliable, valid and authentic.

This Kit provides assistance to not only confirm which units of competency may be required, but also the basis upon which you should collect evidence for each unit of competency chosen. It does not provide all the detail on each unit of competency, or the qualification as is only available from the full Training Package.

WHAT IS RPL?

Recognition of Prior Learning (RPL) under the Australian National Training Quality Framework is a formal process whereby a person's skills and knowledge acquired through previous training, work, or life experience may be used to grant status or credit in a subject, module, or course.

In the RPL process evidence is collected against the skills and knowledge requirements for the unit of competency or its constituent elements. If recognition is granted then where that unit or units of competency form part of a course the candidate can be credited with the equivalent parts of a course (statement of attainment), or even an entire qualification.

FIVE EASY STEPS TO RPL

1. Read this RPL Kit to determine what you can do and where you wish to gain recognition for your prior learning.
2. For those units of competency being sought examine in detail and reflect on their associated elements and performance criteria.
3. Use the 'Guide to collection of evidence' for each unit of competency to translates the technical detail of the competency standard into a self-assessment approach that permits you to identify where you can provide evidence in the form of credentials, observation reports, written testimonials, or in a portfolio.
4. Collect, sort and package the relevant evidence against each unit of competency.
5. Complete the RPL Kit's cover sheet, check that all relevant forms have been signed and included, and after copying the completed package, submit the evidence and all the completed sheets in this Kit to Australian Salesmasters Training Company for assessment.

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 Human Resources 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.

To be awarded the CPP40611 Certificate IV in Property Services (Operations) you are required to be competent in the following eighteen (18) units:

Unit		
1	CPPDSM4028A	Identify and analyse risks and opportunities in the property industry
2	CPPDSM4057A	Monitor a safe workplace in the property industry
3	BSBREL401A	Establish networks
4	CPPDSM4048A	Implement customer service strategies in the property industry
5	CPPDSM4063A	Participate in developing and establishing property or facilities contracts
6	CPPDSM4044A	Coordinate maintenance and repair of properties and facilities
7	CPPDSM4043A	Coordinate fit-out of property and facilities
8	BSBSUS301A	Implement and monitor environmentally sustainable work practices
9	CPCBC4025A	Manage personal work priorities and professional development
10	CPPDSM4047A	Implement and monitor procurement process
11	CPPDSM4074A	Select and appoint contractors in the property industry
12	CPPDSM4072A	Provide leadership in the property industry
13	BSBLED401A	Develop teams and individuals
14	CPPDSM4056A	Manage conflict and disputes in the property industry
15	BSBFIA402A	Report on financial activity
16	BSBCMM401A	Make a presentation
17	CPPDSM4045A	Facilitate meetings in the property industry
18	BSBWRT401A	Write Complex documents

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

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

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			
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: 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.

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

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

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:			
<i>{List unit of competency title}</i>			
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	N/A
Is the applicant able to reliably meet the organisation's performance standards for the following tasks?			
<i>{List tasks of elements or skills and knowledge from unit of competency}</i>	<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"/>
Comments or notes by third party:			
The candidate's overall performance was:			
Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/>			
Signature of Third Party provide of testimony:		Dated: / /201	
Position:		Contact phone number or email:	
Signature of candidate:		Dated: / /201	
Position:		Contact phone number or email:	
RPL assessor to complete			
Evidence is: Valid Sufficient Authentic Current			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RPL Assessor signature:			
Dated: _____/_____/201_			

The RPL application

RECOGNITION OF PRIOR LEARNING COVER SHEET

Program: Code: CPP406011 **Title:** Certificate IV in Property Services (Operations)

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 **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

CPPDSM4057A	Monitor a safe workplace in the property industry		
Unit Descriptor	<p>This unit of competency specifies the outcomes required to follow and promote OHS policies and procedures to ensure own safety and that of others in the workplace. It requires the ability to identify and control workplace risks and hazards and communicate workplace safety requirements.</p> <p>The unit has been contextualised and is based on Generic Competency 'B' in the National Guidelines for Integrating OHS Competencies into National Industry Competency Standards.</p> <p>This unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.</p>		
Application of the Unit	This unit of competency supports the work of those involved in following and promoting OHS policies and procedures to ensure own safety and that of others in the workplace.		
Element	Performance Criteria		Tick if evidence provided (✓)
1. Provide information on safety policy and procedures in the workplace.	1.1	Relevant provisions of OHS legislation and codes of practice are accurately and clearly explained to team members	
	1.2	Documentation is developed and maintained to support implementation of OHS policies and procedures .	
	1.3	Recommendations are made to improve effectiveness of OHS and workplace policies and procedures	
2. Implement and monitor participative arrangements	2.1	Consultative processes are implemented and monitored to ensure all team members have an opportunity to contribute to management of OHS in the workplace.	
	2.2	Health and safety issues raised through consultation are resolved or referred to relevant people for resolution according to organizational requirements	
	2.3	Outcomes of consultation over OHS issues are reported to team members according to organisational procedure	

3. Implement and monitor hazard and risk control procedures.	3.1	Existing and potential risks and hazards in work area are identified and appropriate actions are implemented according to OHS policies and procedures.	
	3.2	Individual and team adherence to control risks and hazards in work area is maintained and monitored according to organisational requirements.	
	3.3	Inadequacies in existing procedures to control risks are identified and appropriate actions are implemented according to organisational requirements	
	3.4	Cause of hazardous events is investigated according to legislative requirements and organisational policies and procedures.	
	3.5	Measures to minimise risk and prevent recurrence of hazardous events are implemented based on hierarchy of control and own role	
	3.6		
4 Support OHS training	4.1	OHS training needs of individuals and teams are identified and discussed with relevant people according to organisational policies and procedures	
	4.2	Arrangements are made for addressing identified OHS training needs in consultation with relevant people according to organisational policies and procedures	
	4.3	Coaching and mentoring assistance is provided to team members to support the effective development of personal OHS competencies.	
Qualifications Gained (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)		Portfolio Evidence Attached (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)	
Observation provided by: (Tick the appropriate box) <input type="radio"/> Person holding unit of competency <input type="radio"/> Supervisor familiar with work <input type="radio"/> Independent expert		Written testimonial provided covering: (Tick the appropriate box) <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:	

2. A GUIDE TO THE COLLECTION OF EVIDENCE

A guide to the collection of evidence for: **CPPDSM4057A Monitor a safe workplace in the property industry**

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 Property Services Training Package

Overview of Assessment

The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:

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

Candidates must show that they have participated in relevant industry/professional development events or activities and had access to appropriate documentation and resources normally used in the workplace including including workplace procedures, regulations, codes of practice and operation manuals.

They must be able to demonstrate skills as follows:

- analytical skills to assess resources required to apply risk control measures, determine OHS training requirements of the work team, and identify potential or existing risks and hazards in the workplace
- application skills to comply with ergonomic and environmental protection requirements and follow safe operating practices and procedures when using tools and equipment
- coaching and mentoring skills to provide support to colleagues
- communication skills to follow and give written and verbal instructions accurately, explain information on OHS issues clearly, and report details of incidents in the work area
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- problem solving skills to determine when intervention to control risks is necessary and identify inadequacies in risk control measures.

A person who demonstrates competency in this unit must be able to provide evidence of:

- assessing and controlling risks according to the hierarchy of control
- complying with a range of health and safety legislative and organisational procedures
- identifying and addressing OHS training needs of team members
- providing clear and accurate information and advice to team members on workplace hazards and risks.

Checklist for provision of evidence for this Unit of Competency	Mark off when satisfied
<p>OHS legislation may include:</p>	<ul style="list-style-type: none"> ● Australian standards, and quality assurance and certification requirements ● maintenance and confidentiality of records of occupational injury and disease ● relevant federal, and state or territory legislation with regard to: <ul style="list-style-type: none"> ● common law ● general duty of care ● issue resolution ● provisions relating to roles and responsibilities of OHS representatives and committees ● relevant industry codes of practice ● requirements of provision of OHS information and training.
<p>OHS policies and procedures may relate to</p>	<ul style="list-style-type: none"> ● consultative arrangements for employees ● emergency and evacuation procedures ● equipment maintenance and use ● first aid ● hazard and risk identification and reporting ● hazard, incident and accident investigation ● OHS audits and safety inspections ● on-site contractors, visitors and members of the public ● risk assessment and control measures ● safe operating procedures and instructions ● transport, use and storage of dangerous goods and hazardous substances ● use and maintenance of personal protective clothing and equipment.
<p>Consultative processes may include:</p>	<ul style="list-style-type: none"> ● formal and informal meetings ● health and safety representatives ● OHS committees ● other committees, such as consultative, planning and purchasing ● suggestions, requests and concerns put forward by employees to management
<p>Relevant people may include:</p>	<ul style="list-style-type: none"> ● clients ● colleagues ● designated OHS representatives ● emergency personnel ● supervisors

<p><i>Organisational requirements may be outlined and reflected in:</i></p>	<ul style="list-style-type: none"> ● access and equity principles and practice guidelines ● business and performance plans ● complaint and dispute resolution procedures ● emergency and evacuation procedures ● employer and employee rights and responsibilities ● goals, objectives, plans, systems and processes ● legal and ethical requirements and codes of practice ● mission statements and strategic plans ● OHS policies, procedures and programs ● policies and procedures in relation to client service ● policies and procedures relating to own role and responsibility ● quality and continuous improvement processes and standards ● quality assurance and procedure manuals records and information systems and processes.
<p><i>Risks and hazards may include</i></p>	<ul style="list-style-type: none"> ● environmental ● ergonomic ● mechanical ● electrical ● may relate to: <ul style="list-style-type: none"> ○ hazardous materials ○ loose objects and fixtures ○ obstructions ● may be identified through: <ul style="list-style-type: none"> ○ audits and review of audit reports ○ checking work area and equipment before and during work ○ ongoing training ○ regular housekeeping activities ○ regular formal and informal consultation and meetings with colleagues ○ review of OHS records, including registers of hazardous substances and dangerous goods ○ workplace inspections in area of responsibility.
<p><i>Procedures to control risks may include</i></p>	<ul style="list-style-type: none"> ● compliance with environmental requirements ● compliance with ergonomic requirements, including safe lifting and manual handling procedures ● correct selection, use, storage and maintenance procedures for personal protective clothing and equipment ● emergency, fire and accident procedures ● safe operating procedures ● hazard, accident and incident reporting procedures ● regular OHS consultations.

<p>Hazardous events may include:</p>	<ul style="list-style-type: none"> • accidents • bomb scares • emergencies, such as chemical spills • fires and explosions • violent incidents
<p>Measures to minimise risk may include</p>	<ul style="list-style-type: none"> • application of the hierarchy of control: • elimination of the risk • substitution • engineering controls • administrative controls • personal protective equipment • consultation with workers and their representatives • measures to remove the cause of a risk at its source.
<p>Training needs may include:</p>	<ul style="list-style-type: none"> • coaching, mentoring and supervision • formal and informal learning programs • internal and external training provision • personal study • quality assurance assessments and recommendations • recognition of prior learning • seminars and conferences • work experience and exchange opportunities
<p>Context of and specific resources for assessment</p>	<ul style="list-style-type: none"> • where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time • assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit. <p>In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being perform</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> <p>As a minimum, assessment of knowledge must be conducted through appropriate targeted questioning</p>

3. OBSERVATION

OBSERVATION ASSESSMENT for CPP40611 Certificate IV in Property Services (Operations)			
Candidate name:			
Unit of competency:	CPPDSM4057A Monitor a safe workplace in the property industry		
Observers name (if unqualified):			
Assessors name (if qualified):			
Workplace:			
Date of assessment:			
Length of observation:			
Observation			
Confirm if the candidate has consistently, and to a satisfactory standard demonstration skills and knowledge relating to:	Yes	No	N/A
Provide information to the workgroup about OHS policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementing and monitoring participative arrangements for the management of OHS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implement and monitor procedures for providing OHS training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implement and monitor procedures for identifying hazards and assessing risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implement and monitor procedures for controlling risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implement and monitor the procedures for maintaining OHS records for the team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Display knowledge of the legal responsibilities of employers, supervisors and employees in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply procedures for assessing and controlling risks to health and safety associated with those hazards, in accordance with the hierarchy of controls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing specific, clear and accurate information and advice on workplace hazards to the workgroup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Display knowledge of organisations policies and procedures relating to hazard management, fire, emergency, evacuation, incident (accident) investigating and reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Display awareness of relevance of consultation as a key mechanism for improving workplace culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Display coaching and mentoring skills to provide support to colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Display analytical skills to identify hazards, to assess risks in the work area and to review organisation’s data relating to monitoring and evaluating incidents (accidents), environmental issues and the effectiveness of risk control measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

4. PORTFOLIO OF EVIDENCE

Name:	Date submitted:
<p>I declare this evidence to have been produced by the undersigned. Candidate's signature:</p>	
<p>Portfolio evidence presented for unit of competency: CPPDSM4057A Monitor a safe workplace in the property 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> <ul style="list-style-type: none"> • Knowledge of legal and compliance requirements for Occupational health and Safety • Examples of workplace procedures, regulations, codes of practice and operation manuals • Examples of identifying and addressing OHS training needs of team members • Examples of providing clear and accurate information and advice to team members on workplace hazards and risks. 	
<p>Other evidence provided/substituted (List each item):</p>	
<p>Assessor to complete</p> <p>Evidence is: Valid Sufficient Authentic Current</p> <p style="padding-left: 100px;"> <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 CPPDSM4057A Monitor a safe workplace in the property industry

To assist confusion in the gathering of evidence, please remember that the submission of a couple of good examples, related to specific performance criteria, will answer commonly asked questions and clarify what is required.

Step 1:

Read the WHOLE unit of competency, making sure you include *the Range Statement and Evidence Guide*.

Step 2:

Think about what you have done in relation to:

- having participated in relevant workplace/industry/professional development events or activities
- and
- access you have had to appropriate documentation and resources normally used in the workplace including human resources policies and files on performance feedback, disputes and grievances, workers compensation and leave applications.

You must be able to demonstrate:

- analytical skills to assess resources required to apply risk control measures, determine OHS training requirements of the work team, and identify potential or existing risks and hazards in the workplace
- application skills to comply with ergonomic and environmental protection requirements and follow safe operating practices and procedures when using tools and equipment
- coaching and mentoring skills to provide support to colleagues
- communication skills to follow and give written and verbal instructions accurately, explain information on OHS issues clearly, and report details of incidents in the work area
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- problem solving skills to determine when intervention to control risks is necessary and identify inadequacies in risk control measures.

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

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

in the past 2-3 years

For each example, with the help of the Range Statement, work out how you could demonstrate to an assessor:

- The workplace hazards you have identified and reported
- OH & S training activities have you/been involved with
- How you identified the need for individual training and development facilitation
- Where you been involved in consultative processes. If so, what were they?
- Relevant regulations and legislation have you considered have you considered and for what purpose

In an RPL situation, you need to provide documented evidence of all of the above. Such evidence would be **valid**, since it would be based on the elements and performance criteria and on the requirements of the Evidence Guide.

Examples of documented evidence

1 A report which evaluates the occupational health and safety system and related policies, procedures and programs

A valid report, well documented, should:

- Clarify the **occupational health and safety issues** for review and document the scope of review
- Record Consultation with **relevant personnel**
- Identify policies and procedures relevant to the research topic
- Apply relevant regulations and legislation

It should also clearly establish the relationship between you and your organization/workplace.

The documented evidence must include:

- Official identification, such as the organisation's/employer's letterhead, file name/numbers, and a clear statement about you and your role as a human resources officer [to establish **authenticity**]
- Dates and timeframes [to establish **currency**]
- Description of occupational health and safety function, how you identified needs/hazards//risk etc [**validity**]
- Description of your review of occupational health and safety policy and procedure frameworks and the application of legal framework[**validity**]

2 A final report form

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

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

3 Evidence to support your analytical skills to assess resources required to apply risk control measures, determine OHS training requirements of the work team, and identify potential or existing risks and hazards in the workplace

Such evidence may be in the form of emails between you and your workplace supervisor, written feedback from your workplace supervisor and/or from others involved with the occupational health and safety functions re outcomes achieved and the value of the recommendations for future activity

NB: Written feedback from team members is appropriate evidence in relation to communication skills in this context

4 Third party report

Your facilitation of all aspects of the research that supports work across a range of workplace safety functional areas described above should be verified by a credible third party, usually a manager or senior colleague. Again, such a report must be identified, as above, dated and signed. If in the form of an email, the report would be self-identifying and dated.

In conclusion

To ensure that your evidence is **sufficient**, you should include at least three different forms of evidence, as described above, of involvement in workplace safety / occupational health and safety functions. Together, the research documents, emails and third party report should demonstrate your competency.