



Recognition of Prior Learning and Assessment Kit

RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 1 of 16
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ABOUT THIS KIT

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

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

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

WHAT IS RPL?

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

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

FIVE EASY STEPS TO RPL

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

RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 2 of 16
Document Id: RPL & Assessment Resources Kit	Modified on: 14/05/2009 by Brian Roberts		Version: NSW1
Issue Date: 15/05/2009	Review Date:30/06/2010	Authorised by: Mr. David Jackson	
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TYPES OF EVIDENCE FOR RPL

In order to 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

This evidence is the most unambiguous and easy to present. It represents the provision of formal qualifications issued by a recognition 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.

2. Observation

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).

3. Written testimonial or report

This requires the submission of written evidence by the applicant that may specifically demonstrate the applicant's knowledge. Such written reports usually cover and confirm how work and life experience have contributed to such competency being attained. They may also be research or academic papers that confirm the applicant's knowledge on the subject matter.

4. Portfolio of evidence

This requires the submission of workplace documents or other documentary evidence that supports the applicants completion of the outcomes stated in the respective unit of competency

RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 3 of 16
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QUALITY EVIDENCE COLLECTED

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

GUIDE TO THE SUBMISSION OF EVIDENCE

How to lodge assessments

Presentation of any written assessments 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 relevant RTO.

Sorting and presenting evidence

Evidence provided should:

- Be relevant to the unit of competency.
- Be unambiguously associated with the applicant, not some other person.
- Be current.

RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 4 of 16
Document Id: RPL & Assessment Resources Kit	Modified on: 14/05/2009 by Brian Roberts		Version: NSW1
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- Be valid and verifiable.
- Be reliable.
- 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 labelled 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. RTOs will be 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.

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 RTO wishes to confirm either detail relating to the assessment or the observer's relationship with the candidate.

RTO: Australian Salesmasters Training Company ABN		NTIS Id: 6854	Document No:	Page 5 of 16
Document Id: RPL & Assessment Resources Kit		Modified on: 14/05/2009 by Brian Roberts		Version: NSW1
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OBSERVATION ASSESSMENT for			
Candidate name:			
Unit of competency:			
Observers name (if unqualified):			
Assessors name (if qualified):			
Workplace:			
Date of assessment:			
Length of training session:			
Observation			
Using the Unit of Competency evidence and/or performance criteria list and confirm if the candidate has consistently, and to a satisfactory standard demonstration skills and knowledge relating to:	Yes	No	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback to candidate:			
<p>The candidate's overall performance was:</p> <p>Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/></p>			
Signature of Assessor/Observer:			
	Dated: / /200		
Signature of candidate/assessee:			
	Dated: / /200		

RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 6 of 16
Document Id: RPL & Assessment Resources Kit	Modified on: 14/05/2009 by Brian Roberts		Version: NSW1
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PREPARING A PORTFOLIO

As you work through the relevant unit of competency you must collect documentation or work samples that ‘prove’ what you do or have done. Examples of the type of evidence you collect and package into a portfolio can also include:

- Sample of work completed (i.e. Materials or resources developed).
- References or testimonial by people other than the applicant.
- Letter of Validation.
- None educational or other certificates (i.e. First aid, insurance, etc.).
- Awards (i.e. Design awards, teaching excellence, etc.).
- Correspondence.
- Surveys, student feedback and such like.

The list is indicative rather than exhaustive.

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

Name:	Date submitted:
I declare this evidence to have been produced by the undersigned. Candidate’s signature:	
Portfolio evidence presented for unit of competency:	
List evidence in order:	
Assessor to complete Evidence is: Valid Sufficient Authentic Current <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Assessor signature: Dated: _____ / _____ / 20__	

RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 7 of 16
Document Id: RPL & Assessment Resources Kit	Modified on: 14/05/2009 by Brian Roberts		Version: NSW1
Issue Date: 15/05/2009	Review Date: 30/06/2010	Authorised by: Mr. David Jackson	
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Providing third part verification in a portfolio

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

Name:		Date submitted:	
I declare this evidence to have been produced by the undersigned. Candidate's signature:			
Third party testimony for unit of competency: {List unit of competency title}			
Testimony			
Please confirm the work performance of the applicant using this checklist. This information is confidential and will be used by Registered Training Organisation to assess and recognise any prior learning the candidate may have that satisfy the unit of competency listed above		Yes	Needs more experience
Is the applicant able to reliably meet the organisation's performance standards for the following tasks?			N/A
{List tasks of elements or skills and knowledge from unit of competency}		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
Comments or notes by third party:			
The candidate's overall performance was: Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/>			
Signature of Third Party provide of testimony:		Dated: ____ / ____ /20__	
Position:		Contact phone number or email:	
Signature of candidate:		Dated: ____ / ____ /20__	
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: ____ / ____ /20__			

RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 8 of 16
Document Id: RPL & Assessment Resources Kit	Modified on: 14/05/2009 by Brian Roberts		Version: NSW1
Issue Date: 15/05/2009	Review Date:30/06/2010	Authorised by: Mr. David Jackson	
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The RPL application

RECOGNITION OF PRIOR LEARNING COVER SHEET

Program:

Code:

Name:

Title:

Employer:

Postal Address:

Date of Posting:

Email contact (*for RTO 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:

*R.P.L. Assessor
The Australian Salesmasters
PO Box 638
Rosebery NSW 1445*

RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 9 of 16
Document Id: RPL & Assessment Resources Kit	Modified on: 14/05/2009 by Brian Roberts		Version: NSW1
Issue Date: 15/05/2009	Review Date:30/06/2010	Authorised by: Mr. David Jackson	
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CREDENTIALS PRESENTED AS EVIDENCE

Name the credentials (qualifications or statements of attainment) claimed as providing primary evidence for Recognition of Prior Learning against the units of competency composing the relevant Training and Assessment Training Package.

A copy of all credential(s) - qualification or statements of attainment- listed **must** be provided.

Nominate relevant courses and qualifications held

Name of Course	Name and provider code of RTO awarding qualification	Date Awarded

Nominate relevant statements of attainment for imported units of competence held.

Name of Unit/Module	Training Package or Course Title	Date Awarded

RTO: Australian Salesmasters Training Company ABN		NTIS Id: 6854	Document No:	Page 10 of 16
Document Id: RPL & Assessment Resources Kit		Modified on: 14/05/2009 by Brian Roberts		Version: NSW1
Issue Date: 15/05/2009	Review Date:30/06/2010	Authorised by: Mr. David Jackson		
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THE FOLLOWING ARE EXAMPLES OF COMPLETED:

1. LEARNING ENVIRONMENT COMPETENCY STANDARD

TAAENV501A	Maintain and enhance professional practice		
Unit Descriptor	This unit specifies the competency required for individuals to manage their personal professional performance and to take responsibility for their professional development in relation to the provision of training and/or assessment services.		
Application of the Unit	<p>This unit addresses the processes required to maintain a high level of professional performance in the vocational education and training field. It includes modelling high standards of performance in accordance with professional standards and procedures, and the processes and outcomes involved in determining professional development needs and participating in associated activities.</p> <p>This unit is also designed to assist vocational education and training personnel to identify strategies for maintaining currency and to respond to changes in vocational education and training policy and the operating environment.</p> <p>The competency specified in this unit is typically required by a person involved directly or indirectly in the provision of training/ assessment services in a <i>training and/or assessment organisation</i> (refer to the definition provided in the Range Statement).</p>		
Element	Performance Criteria		Tick if evidence provided (✓)
1. Model high standards of performance	1.1	Personal performance is consistent with the organisation's goals and objectives	
	1.2	Appropriate professional techniques and strategies are modelled	
	1.3	Personal work goals and plans reflect individual responsibilities and accountabilities in accordance with organisational/legal requirements	
	1.4	Ethical and inclusive practices are applied in professional practice	
2. Determine personal development needs	2.1	Personal knowledge and skills are assessed against units of competency and other relevant benchmarks to determine development needs and priorities	
	2.2	Changes in vocational education and training policy and operating environments are identified and the impact on professional practice and personal development needs is determined	
	2.3	Feedback from colleagues and clients is used to identify personal learning needs/areas of professional development	
	2.4	Future career options are identified	
	2.5	Personal learning needs are documented and updated	
	2.6	Personal development needs are discussed with relevant personnel for inclusion in the professional development plan	

RTO: Australian Salesmasters Training Company ABN		NTIS Id: 6854	Document No:	Page 11 of 16
Document Id: RPL & Assessment Resources Kit		Modified on: 14/05/2009 by Brian Roberts		Version: NSW1
Issue Date: 15/05/2009	Review Date: 30/06/2010	Authorised by: Mr. David Jackson		
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3. Participate in professional development activities	3.1	Development opportunities suitable to personal learning style/s are selected and used to support continuous learning and maintain currency of professional practice	
	3.2	Professional networks are participated in to support continuous learning and to maintain professional practice	
	3.3	Own performance and professional competency is continuously improved through engagement in professional development activities	
	3.4	Technology is used to maintain regular communication with relevant networks, organisations and individuals	
4. Reflect on and evaluate professional practice	4.1	Developments and trends impacting on professional practice are researched and integrated into work performance	
	4.2	Feedback from colleagues/clients is used to identify and introduce improvements in work performance	
	4.3	Innovative and responsive approaches for improving professional practice are identified through the use of continuous improvement techniques and processes	
	4.4	Records, reports and recommendations for improvement are managed within the organisation's systems and processes	
Qualifications Gained (Tick the appropriate box)		Portfolio Evidence Attached (Tick the appropriate box)	
<input type="radio"/> RTO credential <input type="radio"/> Tertiary institution credential (university) <input type="radio"/> Company training course <input type="radio"/> Previous employer training course <input type="radio"/> Accredited Tertiary/Secondary course <input type="radio"/> Other training course (please specify)		<input type="radio"/> Sample of work completed <input type="radio"/> References and Testimonials <input type="radio"/> Letter of Validation <input type="radio"/> Certificate <input type="radio"/> Statement of results <input type="radio"/> Awards <input type="radio"/> Other (specify)	
Observation provided by: (Tick the appropriate box)		Written testimonial provided covering: (Tick the appropriate box)	
<input type="radio"/> Person holding unit of competency <input type="radio"/> Supervisor familiar with work <input type="radio"/> Independent expert		<input type="radio"/> Knowledge (written report or paper) <input type="radio"/> Work experience <input type="radio"/> Life experience	
Signed:		Date completed:	
Name in Full:		Contact email:	

2. A GUIDE TO THE COLLECTION OF EVIDENCE

<p>A guide to the collection of evidence for: TAAENV501A Maintain and enhance professional practice</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.</p> <p>Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.</p>				
<p>Overview of Assessment</p>				
<p>To demonstrate competency against this unit candidates must be able to provide evidence that that they have managed their personal professional development. This includes documenting personal learning needs, having input into the professional development plan, in consultation with relevant personnel, participating in relevant industry networks and maintaining currency of professional practice.</p>				
<p>Candidates must show that they have participated in relevant industry/professional development events or activities; identified and prioritised individual networking needs; shown how networks have been used to gain information and other support appropriate to workplace or work role; shown how feedback was used to identify further areas for development; used reflection strategies to identify new ways of improving performance; and used technology to access new information.</p>				
<p>Checklist for provision of evidence for this Unit of Competency</p>			<p>Mark off when satisfied</p>	
<p>Products that could be used as evidence include:</p>	<ul style="list-style-type: none"> • documented personal learning needs • examples of developments and trends researched • examples of continuous improvement techniques and processes used 			
<p>Processes that could be used as evidence include:</p>	<ul style="list-style-type: none"> • how organisational ethics and/or practices were accessed and applied within organisational requirements • how and why personal development needs were identified • how feedback was obtained from clients and colleagues and used to improve work performance • how and why professional practice was reflected on and evaluated 			
<p>Resource implications for assessment include:</p>	<ul style="list-style-type: none"> • relevant organisational/legal documentation • access to relevant benchmarks • access to networks, technology, communication 			
<p>Specific evidence requirements must include:</p>	<ul style="list-style-type: none"> • evidence of contribution to professional development plan • evidence of networking and using technology to gain information and other support • evidence of participating in professional development activities and maintaining currency • evidence of incorporating self reflection, feedback obtained from clients/colleagues into professional practice 			
<p>RTO: Australian Salesmasters Training Company ABN</p>		<p>NTIS Id: 6854</p>	<p>Document No:</p>	<p>Page 13 of 16</p>
<p>Document Id: RPL & Assessment Resources Kit</p>		<p>Modified on: 14/05/2009 by Brian Roberts</p>		<p>Version: NSW1</p>
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3. OBSERVATION

OBSERVATION ASSESSMENT for TAA50104 Diploma of Training and Assessment			
Candidate name:			
Unit of competency:	TAAENV501A Maintain and enhance professional practice		
Observers name (if unqualified):			
Assessors name (if qualified):			
Workplace:			
Date of assessment:			
Length of training session:			
Observation			
Confirm if the candidate has consistently, and to a satisfactory standard demonstration skills and knowledge relating to:	Yes	No	N/A
Provides a role model to staff and others in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Models high standards of leadership, performance and ethics in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains a balance between work, study, personal and recreation activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes performance indicators based on job competency and organisational goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies benchmarks for profession and work practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in industry events and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receives regular and extensive updates from reliable information sources on current trends in vocational education and training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans professional development based on personal and work related needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regularly identified and participates in types and training development activities and opportunities aligned to professional needs	<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: / /20__		
Signature of candidate/assessee:			
	Dated: / /20__		

RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 14 of 16
Document Id: RPL & Assessment Resources Kit	Modified on: 14/05/2009 by Brian Roberts		Version: NSW1
Issue Date: 15/05/2009	Review Date:30/06/2010	Authorised by: Mr. David Jackson	
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4. PORTFOLIO OF EVIDENCE

Name:	Date submitted:
I declare this evidence to have been produced by the undersigned. Candidate's signature:	
Portfolio evidence presented for unit of competency: TAAENV501A Maintain and enhance professional practice	
A list of the type of evidence you MUST collect are listed below. There may be other pieces of evidence that you could collect. You are encouraged to discuss any other options with your assessor.	
<input type="checkbox"/> Organisational goals and how these are tied to appraised performance of individuals <input type="checkbox"/> Analysis of personal future learning and career development needs <input type="checkbox"/> Personal development plan <input type="checkbox"/> Ability to differentiate between different forms of profession, social and personal communities/networks <input type="checkbox"/> Reflection on development needs and professional practice <input type="checkbox"/> Alignment of organisational and personal job performance goals and indicators <input type="checkbox"/> Membership of and participation in professional and other networks <input type="checkbox"/> Research and application of ethics and/or practices to meet an organisation's requirements	
Other evidence provided/substituted (List each item):	
Assessor to complete Evidence is: Valid Sufficient Authentic Current <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Assessor signature: Dated: ____/____/20__	

RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 15 of 16
Document Id: RPL & Assessment Resources Kit	Modified on: 14/05/2009 by Brian Roberts		Version: NSW1
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Working Futures™ for layout, design, methods and tools

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RTO: Australian Salesmasters Training Company ABN	NTIS Id: 6854	Document No:	Page 16 of 16
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