**BSB50820**

**Diploma of Project Management**

**Recognition of Prior Learning Package**

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## What is RPL?

Recognition of prior learning (RPL) is the acknowledgement and assessment of knowledge and skills an individual has achieved outside of the formal education and training system. This includes work and life experience, including paid and unpaid industry work and volunteer experience. Recognition assesses this unrecognised learning against the requirements of a unit of competence. By removing the need for the duplication of learning, recognition encourages an individual to continue upgrading their skills and knowledge through structured education and training towards formal qualifications and improved employment outcomes.

## RPL guidelines

The following guidelines are to be observed during the recognition of prior learning process:

* Students are entitled to apply for recognition in a course in which they are currently enrolled.
* Students may not apply for recognition for units of competence which are not included in our scope of registration.
* As recognition is a form of assessment, it requires the same application of the principles of assessment and the rules of evidence.
* Recognition may only be awarded for whole units of competence.

## Evidences

Like assessment, recognition is a process whereby evidence is collected and a judgement is made by an assessor. Candidates are to provide evidences to substantiate their claim that they have the knowledge and skills previously acquired through work, study, life and other relevant experiences. Their evidences must also confirm the currency of the knowledge and skills, and a candidate’s ability to adapt the prior learning or current competence to the context of the intended workplace or industry.

Forms of evidence may include:

* Assessments of current knowledge
* Certificates of informal learning or training undertaken by the candidate in the past 5-years
* Evidence of relevant unpaid or volunteer experience
* Examples of work products
* Job descriptions and/or letter of offer detailing the candidate’s job scope
* License documents
* Observation by an assessor in the workplace
* Performance appraisals or reviews
* Photographs or videos of the candidate carrying out their work
* Practical assessments of current skills
* Professional or trade memberships
* Records of workplace training
* Reports from current and previous supervisors or managers
* Resume
* Testimonials from clients
* Verified references from current and previous supervisors or managers
* Work records
* Work samples

Many of these forms of evidence would not be sufficient evidence on their own. A variety of evidences will need to be collected from the candidate to provide a strong case for competence.

## Appealing recognition outcomes

If the student is not satisfied with the outcomes of a recognition application, they may appeal the outcome like other assessment decisions. Further information on the appeals process is available within the Student Handbook and Training 2U policy and procedure manual.

## RPL procedure

The following procedure is to be applied by Training 2U in recognition assessments:

**Step 6**

The student may appeal the assessment decision if they are not satisfied.

|  |
| --- |
| **Step 1.** When the student submits an RPL Application form, the Student & Administration Support Manager is to review the form to ensure it has been completed correctly and it has been signed. The purpose of completing this form is to enable candidates who believe they already possess the competencies to assess their knowledge and skills against specific unit(s) of competency. |
| **Step 2.** The Student & Administration is to advise the student of the RPL process and inform them that the Assessor will review their application and contact them within **15 business days** to discuss an assessment plan. The Student & Administration Support Manager is to then forward the student’s RPL application form to the relevant Trainer & Assessor. |
| **Step 3.** Once the Assessor has reviewed the student’s RPL application, they are to prepare an assessment plan for the student. Once the Assessor has completed the student’s RPL Assessment Plan, they are to send out the RPL Assessment Plan together with the RPL Evidence form to the student. The student is then to be contacted so that the Assessor can go through the plan with them, explaining the assessment process, the units of competency included in the RPL assessment, and the types of evidences that would be acceptable. This must be done within **15 business days** of receipt of the student’s application for RPL. |
| **Step 4.** The student is to compile the evidences as outlined in the RPL Assessment Plan, and populate the relevant fields in the RPL Evidence form. The RPL Evidence form enables students to provide a clear record of the evidences they are able to provide against each unit of competency. Students are then to submit the form together with the evidences to the Assessor by the due date. The due date should be a reasonable period, depending on the amount of evidences the student is so gather. The due date should be set in cooperation with the student. |
| **Step 5.** The Assessor is then to review the evidences and decide on the need for additional evidence where there are gaps. The Assessor may require the student to answer knowledge questions verbally, or in writing, or undertake practical assessment tasks. Verbal feedback is to be provided at various stages of the evidence collection and RPL assessment process on the evidences provided and the knowledge and skills assessments undertaken. Once all of the evidences have been collected, including any knowledge and skills assessments, the Assessor is to provide the student with written feedback regarding the assessment outcome by completing the RPL Assessment Summary. The Assessor should also advise the student of Training 2U’s Appeals policy should the student wish to appeal their assessment outcome. The Assessor should direct the student to the Student Handbook for more information should it be required. |
| **Step 6.** When all assessment and appeal processes have concluded, the assessment outcome is to be recorded on the student’s file on RTO Advantage. Ensure that all evidences and assessment tools, as well as communication on all matters related to the RPL are saved to the student’s file. |

**Units of Competence**

The following units are to be assessed as part of this RPL process (remove any units which do not form part of the RPL assessment):

**Core units**

BSBPMG530 Manage project scope

BSBPMG531 Manage project time

BSBPMG532 Manage project quality

BSBPMG533 Manage project cost

BSBPMG534 Manage project human resources

BSBPMG535 Manage project information and communication

BSBPMG536 Manage project risk

BSBPMG540 Manage project integration

**Elective units**

BSBCMM511 Communicate with influence

BSBCRT511 Develop critical thinking in others

BSBLDR601 Lead and manage organisational change

BSBLDR602 Provide leadership across the organisation

**RPL Assessment Plan**

**Student details**

|  |  |
| --- | --- |
| **Student name** |  |
| **Student number** |  |
| **Assessor** |  |
| **Course code and name** | BSB50820 Diploma of Project Management |

**Note:** Before this recognition plan can be prepared by the assessor, the student must be fully enrolled in the course and have submitted the RPL Application form.

**Recognition**

|  |  |
| --- | --- |
| **Assessment process outline** | **Step 1.** The Assessor goes through the RPL Assessment Plan with the students, explaining the assessment process, the units of competency included in the RPL assessment, and the types of evidences that would be acceptable.  **Step 2.** The student is to compile the evidences as outlined below, and populate the relevant fields in the RPL Evidence form. The RPL Evidence form enables students to provide a clear record of the evidences they are able to provide against each unit of competency.  **Step 3.** Students are then to submit the form together with the evidences to the Assessor by the due date.  **Step 4.** The Assessor is then to review the evidences and decide on the need for additional evidence where there are gaps.  **Step 5.** The Assessor may require the student to answer knowledge questions verbally, or in writing, or undertake practical assessment tasks. Verbal feedback is to be provided at various stages of the evidence collection and RPL assessment process on the evidences provided and the knowledge and skills assessments undertaken.  **Step 6.** Once all of the evidences have been collected, including any knowledge and skills assessments, the Assessor is to provide the student with written feedback regarding the assessment outcome by completing the RPL Assessment Summary. |
| **Units** | <insert units to be assessed as part of the RPL process and what needs to be evidenced – i.e. performance criteria, performance evidence and knowledge evidence> |
| **Types of evidence that is acceptable** | <insert types of evidence that is suitable> |
| **Date evidences must be submitted by** | <insert due date – give a reasonable amount of time such as between 14 to 30 days> |

**RPL Evidence Form**

**Student details**

|  |  |
| --- | --- |
| **Student name** |  |
| **Student number** |  |
| **Date of submission** |  |

**Supporting documents**

|  |  |
| --- | --- |
| **Unit** | **Evidence / Attached Documents** |
| <insert unit code and title> | <insert the relevant evidence based on what is provided> |
|  |  |
|  |  |
|  |  |

*Add more rows as required*

**Declaration**

By signing this form, I certify that the information provided above is true and correct and that all evidences provided are authentic.

|  |  |
| --- | --- |
| **Student signature** |  |
| **Student name** |  |
| **Date** |  |

**Knowledge Questions**

**Student details**

|  |  |
| --- | --- |
| **Student name** |  |
| **Student number** |  |
| **Assessor** |  |
| **Date** |  |

**Knowledge Evidence**

Engage with the candidate to ask them relevant questions relating to required knowledge of each unit of competency. Referring to the relevant unit of competency’s Assessment Mapping Tool and look up the relevant assessment activity to confirm what questions you are to ask the candidate. Record the responses provided by the candidate and your observation about the adequacy of the candidate’s knowledge. Provide the candidate with suitable feedback about their responses.

| **Unit of Competency** | **Questions and Responses** |
| --- | --- |
| <Insert unit code and title> | 1. <Develop questions that underpin the Knowledge Evidence section of the unit of competency.>   <insert candidate’s responses>   1. <Develop questions that underpin the Knowledge Evidence section of the unit of competency.>   <insert candidate’s responses> |
|  |  |
|  |  |

*Add rows as required**.*

**Practical Assessment Tasks**

**Student details**

|  |  |
| --- | --- |
| **Student name** |  |
| **Student number** |  |
| **Assessor** |  |
| **Due date** |  |

**Performance Evidence**

Referring to the relevant unit of competency’s Assessment Mapping Tool, select tasks to address any gaps in the evidences submitted by the candidate, or if the evidences submitted by the candidate is not strong enough to confirm the currency of the candidate’s skills and knowledge. Provide the candidate with suitable feedback after the submissions have been assessed.

| **Unit** | **Assessment Task** |
| --- | --- |
| <Insert unit code and title> | 1. <Outline the practical assessment activity for the candidate to complete, along with instructions on assessment location, submission instructions including what the filename should be (e.g. BSBPMG536 Activity 1), the type of submission (e.g. video mp4 file, or spreadsheet, or word document) and method of submission (e.g. e-mail, or printed and submitted to the assessor in person, or saved on USB and submitted to the assessor in person.> 2. <Outline the practical assessment activity for the candidate to complete, along with instructions on assessment location, submission instructions including what the filename should be (e.g. BSBPMG536 Activity 1), the type of submission (e.g. video mp4 file, or spreadsheet, or word document) and method of submission (e.g. e-mail, or printed and submitted to the assessor in person, or saved on USB and submitted to the assessor in person.> |
|  |  |
|  |  |
|  |  |

*Add new rows as required.*

**RPL Assessment Summary**

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|  |  |
| --- | --- |
| **Student name** |  |
| **Student number** |  |
| **Assessor** |  |
| **Date** |  |
| The candidate’s submission of documentary evidence was:  Satisfactory 🞏 Not Satisfactory 🞏 | |
| The candidate’s demonstrated knowledge was:  Satisfactory 🞏 Not Satisfactory 🞏 | |
| The candidate’s demonstrated skills was:  Satisfactory 🞏 Not Satisfactory 🞏 | |

**Appeals Information.** Should students wish to appeal an assessment decision made for this assessment, the student must make the appeal in writing and specify the particulars of the decision. This can be done by completing our Appeals form. Appeals must be submitted to Training 2U within 20 working days of the student being informed of the assessment decision. You may refer to the Student Handbook for further information regarding the Appeals policy.

| **Assessment Outcome.** | |
| --- | --- |
| **Unit of Competence** | **Assessment Outcome** |
| <insert unit code and title> |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| Feedback to the candidate about their results and opportunities for improvement. | |

|  |  |
| --- | --- |
| **Assessor signature** |  |
| **Assessor name** |  |
| **Date** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Admin Use Only** | | | |
| **Name** |  | | |
| **Position** |  | | |
| **All paperwork completed correctly** | 🞎 Yes 🞎 No | **Date** |  |
| **Logged in student’s file** | 🞎 Yes 🞎 No  Logged by: | **Date** |  |
| **CEO signature** |  | | |
| **Date** |  | | |