



Department of
Primary Industries

TOCAL COLLEGE

Recognition of Prior Learning

Working together to recognise your skills

2022 Student handbook



Tocal
COLLEGE
RTO 91166

Youth
EDUCATION

Adult
EDUCATION

Industry
SERVICES

Publications
BOOKS | EBOOKS

YOUR FUTURE IN AGRICULTURE

© State of New South Wales through Department of Primary Industries, 2022

This publication is copyright. Except as permitted under the Copyright Act 1968 (Commonwealth), no part of the publication may be reproduced by any process, electronic or otherwise, without the specific written permission of the copyright owner. Neither may information be stored electronically in any form whatever without such permission.

In particular, the user of this publication agrees:

- not to reproduce any major extract or the entire publication without the prior written permission of the Crown in the right of the State of New South Wales;
- to include this copyright notice in any copy made;
- to acknowledge the source of any selected passage, table or diagram reproduced; and
- not to charge for providing the publication to another person.

The products described in this document are used as examples only and the inclusion or exclusion of any product does not represent any endorsement of manufacturers or their products by Department of Primary Industries. Department of Primary Industries accepts no responsibility for any information provided in this material. Any questions that users have about particular products or services regarding the subject of this material should be directed to the relevant commercial organisation.

DISCLAIMER

This document has been prepared by the authors for Department of Primary Industries for and on behalf of the State of New South Wales, in good faith on the basis of available information.

While the information contained in the document has been formulated with all due care, the users of the document must obtain their own advice and conduct their own investigations and assessments of any proposals they are considering, in the light of their own individual circumstances.

The document is made available on the understanding that the State of New South Wales, the author and the publisher, their respective servants and agents accept no responsibility for any person, acting on, or relying on, or upon any opinion, advice, representation, statement or information whether expressed or implied in the document, and disclaim all liability for any loss, damage, cost or expense incurred or arising by reason of any person using or relying on the information contained in the document or by reason of any error, omission, defect or mis-statement (whether such error, omission, defect or mis-statement, is caused by or arises from negligence, lack of care or otherwise).

While the information is considered true and correct at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information. The information may change without notice and the State of New South Wales, the author and the publisher and their respective servants and agents are not in any way liable for the accuracy of any information contained in this document.

The product trade names in this publication are supplied on the understanding that no preference between equivalent products is intended and that the inclusion of a product name does not imply endorsement by Department of Primary Industries over any equivalent product from another manufacturer.

Recognising that some of the information is provided by third parties, the State of New South Wales, the author and the publisher take no responsibility for the accuracy, currency, reliability and correctness of any information included in the document provided by third parties.

Table of Contents

| | |
|--|----|
| Introduction | 4 |
| The steps to Recognition of Prior Learning | 6 |
| Cost | 8 |
| Recognition of Prior Learning policies | 9 |
| Qualification requirements..... | 10 |
| Evidence | 11 |
| Sample TOCAL RPL Assessment Guide | 12 |
| Sample Third Party Support | 15 |
| Sample transcript | 16 |
| Code of Practice for RPL Assessors..... | 17 |
| Contact us | 18 |

Introduction

You have skills and knowledge

Do you know that you are producing evidence every day that will help you gain a qualification? When you can do something confidently and well, you can say you are *skilled*.

You already use many skills in everyday living to:

- operate in your workplace
- contribute to family life
- be active in the community
- manage your personal affairs.

Recognition of Prior Learning (or RPL) is about showing evidence of these skills and your knowledge.

Qualifications

A qualification is simply a formal recognition of your skills. You will have built up a range of skills and abilities in the workplace through experience, formal and informal training and workshops. This 'bank' of skills, knowledge and abilities can be measured against nationally recognised industry standards.



The Department of Primary Industries, through Tocal College, has a process to help people in rural industries to assess their skills and abilities against these standards.

Benefits

The Tocal RPL process:

- identifies the skills and knowledge used in both work and life
- highlights opportunities for personal and professional development
- builds self-confidence
- shows that many skills are transferable to other roles or careers
- establishes a springboard into other areas, such as university courses, consultancy roles, roles off-farm like boards and committees, scholarships and grants
- assists in demonstrating that you are complying with Duty of Care, Codes of Conduct and legislation
- demonstrates professionalism that can assist in applying for finance or jobs.

This handbook explains the steps to have your skills formally recognised to obtain qualifications.

Methods of Assessment

Assessment for Recognition of Prior Learning can be carried out two different ways:

1. Interview

You can arrange an appointment for an interview at your workplace or home. (Conditions apply to the availability of this service). This involves a review of the evidence you present to support your case. In most cases the assessment takes 4 to 5 hours.

“I am extremely grateful for being given the opportunity of having recognition of 40 years of service to agriculture acknowledged.”

Farm manager

2. Desk audit

You can prepare a detailed electronic submission following the guidelines in this handbook and the TOCAL Guide and Self-Evaluation sheets. This is forwarded to the RPL Case Manager for review and assessment. If there are any deficiencies in the case or further evidence is required, you will be given detailed feedback and advice to help you complete your case. This process can take more time and effort to collect and present your case effectively than the interview process.



The steps to Recognition of Prior Learning

Read this handbook and talk to Tocal College RPL staff (see “Contact us” on page 18) to help you select the qualification and units that best match your skills and experience.

➔ **Step 1**

Complete the application form and send to a RPL staff member. The staff member will review your application and assign a RPL Case Manager to assist you throughout the process. Prior to enrolling in our RPL program your Case manager will discuss with you the requirements of our RPL process, your ability to provide the required evidence and identify if you have any literacy, numeracy or language issues.

➔ **Step 2**

Once your Case Manager reviews your application and you have had the opportunity to look at the possible Units your Case Manager will work with you to develop an Assessment Plan.

In this plan the units will be identified and the method of assessment will be chosen. An approximate timeline will also be discussed and your Case Manager will indicate the estimated cost.

➔ **Step 3**

Your Case Manager will provide you with a TOCAL Assessment guide for each unit you selected. These guides provide an outline of the assessment requirements and criteria for assessment for each unit to assist you to prepare your evidence portfolio for Interview or Desk Audit assessment. Each section of the TOCAL Assessment guide (T, O, C, A, L) will help you prepare information and evidence required for assessment. Further information on Evidence can be found on page 11.

➔ **Step 4 option A: desk audit**

Provide your evidence to your Case Manager in electronic form. This can be done using our online RPL portal, a USB drive, email or cloud sharing applications. Your evidence must be clearly labelled with the unit code and title it relates to. Your Case Manager will review your evidence and request further detail or evidence if required.

Step 4 option B: interview

Use the TOCAL Guide and Self-Evaluation sheets to prepare for your workplace interview. During the interview you will be asked to provide evidence and or examples of your work to support your skills and knowledge for each unit. The Tocal assessor will take photographs of this evidence.

The interview is an informal process that allows the RPL assessor/s to collect your evidence and gives you the opportunity to expand the evidence you provided. If more information is needed a 'To Do' list will be left with you to complete.

Step 5

Your RPL Case Manager will review everything you have submitted and develop a Third Party Report which will include specific statements in relation to each unit. Once complete the report will be provided to you the candidate. The candidate discusses with Referees (often a supervisor) what is required and asks for their support before returning reports to their Case Manager.

Step 6

The RPL Case Manager will then submit your completed RPL portfolio to Tocal's Quality Review Panel for approval. Your case will be reviewed and you will be informed of the decision. In most cases this will mean you are awarded a qualification. If a qualification is not awarded you may:

- complete the remaining units via online study
- submit further information to the Panel
- appeal the decision of the Panel
- decide on how to fill any gaps in your skills. This should be discussed with your Case Manager.

When your qualification is awarded you will be invited to attend a graduation ceremony. You will be issued with a transcript listing the units you have achieved (see page 16 for a sample transcript) together with your Certificate/Diploma/Advanced Diploma.

Cost

Charges for RPL are based on a per unit charge as outlined below. An application fee and minimum charge of \$300 must be paid when you apply for assessment of any of the full qualifications listed below. This fee is non-refundable and will be deducted from the overall cost. Your qualification will be awarded once full payment has been received.

Qualification fees:

| | Full qualification | Per unit |
|------------------------|--------------------|----------|
| Certificate III and IV | \$2850 | \$300 |
| Diploma | \$5250 | \$600 |
| Advance Diploma | \$5200 | \$650 |

Fees are subject to change. Please check the online [Fee Schedule](#) for latest information. Download Fee schedule from www.tocal.nsw.edu.au/students/current-students/fees under Industry qualifications/RPL.

If you have already completed a unit (or units) through Tocal College or any other Registered Training Organisation (RTO) a different fee applies. There is an administration fee of \$60.00 per unit and issue of a Statement of Attainment for units of competence by mutual recognition of qualifications issued by other RTOs.

Please note that this fee only applies where you can supply direct evidence by transcript or testamur that you have been assessed by an RTO and gained specified units under a current National Training Package. If you are unsure please contact your RPL Case Manager.



Recognition of Prior Learning policies

- The fee structure at the date of enrolment will apply for a period of twelve months from that date.
- Fees for RPL may increase from time to time without notice. If you apply for RPL after your enrolment has expired (after twelve months), then current fees as listed on the Tocal internet site will be charged.
- You will be given six months after enrolment to complete your application for RPL. After that period, your case will be archived if no progress has been made.
- Before we archive an incomplete case, you will be given the option of receiving a Statement of Attainment for units of competence that you have achieved. Those units will be charged at the rate current at the time you enrolled.
- Before we archive your case, you will be given one month's notice.
- If you want your case reactivated, you will need to pay a fee of \$500. This \$500 will be deducted from the total cost of the RPL case, once the case has been finalised. Once we reactivate a case, the six months archive rule outlined above will again apply.
- For information on Tocal College refund and appeals policies see www.tocal.nsw.edu.au/student-policies.

The TOCAL templates were an excellent guide to what evidence was required to demonstrate competency. The interview was conducted very professionally but in a relaxed manner and an enjoyable experience. Thanks for providing this opportunity.

Farmer, Mixed enterprise

Qualification requirements

All qualifications have different requirements – you will need to carefully examine the requirements of the qualification you wish to achieve. Requirement for each qualification can be found online at www.training.gov.au

Agriculture

AHC40116 Certificate IV in Agriculture
<http://training.gov.au/Training/Details/AHC40116>

AHC50116 Diploma of Agriculture
<http://training.gov.au/Training/Details/AHC50116>

AHC60316 Advanced Diploma of Agribusiness Management
<http://training.gov.au/Training/Details/AHC60316>

Conservation and Ecosystem Management

AHC40920 Certificate IV in Conservation and Ecosystem Management
<https://training.gov.au/Training/Details/AHC40920>

AHC511120 Diploma of Conservation and Ecosystem Management
<https://training.gov.au/Training/Details/AHC51120>

Biosecurity

PUA30919 Certificate III in Public Safety (Biosecurity Response Operations)
<https://training.gov.au/Training/Details/PUA30919>

PUA40419 Certificate IV in Public Safety (Biosecurity Response Leadership)
<https://training.gov.au/Training/Details/PUA40419>

PUA50219 Diploma of Public Safety (Biosecurity Response Management)
<https://training.gov.au/Training/Details/PUA50219>

Evidence

Evidence of your skills, knowledge and involvement in the unit areas being assessed is required to support your RPL application.

Essential evidence:

- Statement of Attainment or attendance from a training course
- Current resume
- Academic transcripts (originals or certified copies)
- Proof of identity e.g. Drivers Licence
- A farm profile and/or position description for your current job if appropriate.

Other evidence can include:

- Maps or property plans
- Other plans such as Business plans, succession, risk or marketing plans
- Budgets and financial reports
- Livestock, crop, pest or disease records
- Workplace reports, journals, diaries or calendar of events
- Correspondence e.g emails, letters,
- Photographic or written demonstration of achievements
- Staff evaluations from employers and employees, job cards, work schedules and rosters
- Meeting notes or minutes, briefings or de-briefings
- Policies, procedures, risk assessments
- Permits or licences you have
- Memberships held
- Letter of support from someone familiar with your achievements such as supervisor, consultants, accountants, Technical or Advisory Officers, employers, the members of a social, sporting or community club.

Note: at the interview we will discuss your role in developing some of these documents, in particular the letter of support.

Not everything has to be produced in written form. We can gather evidence to support your application by talking to you at the interview. The idea is for you to demonstrate your knowledge and skill in the easiest possible way. One piece of evidence may cover several units.

Our role is to help you demonstrate what you know—not what you don't know. We are also there to help you plan your future training needs.

“At the beginning of the process I felt that I would not be able to provide the required information to receive recognition but the staff provided me with the encouragement and were invaluable in identifying the areas I had worked in that would equate to the required recognition.”

Farm manager

Sample TOCAL RPL Assessment Guide

BSBCUS402 Address customer needs

The candidate has managed an ongoing relationship with a customer over a period of time. Candidate is expected to apply organisational procedures and be aware of, and apply as appropriate, broader factors involving ethics, industry practice and relevant government policies and regulations.

| T | <p>TRAINING - Have you done any formal or informal training in this unit?</p> <ul style="list-style-type: none"> If you have undertaken relevant studies, please have on hand the subject outlines and copies of your results (eg TAFE subjects, Agricultural College units, University qualifications) List key seminars, workshops and conferences that have helped you gain the skills in this unit. Documents or certificates of these should be included. <p><i>You may have already provided this information in your application.</i></p> | | | | | | | | | | | | | | | | |
|---|--|---------------------|----------------------|---|-------------------------|---|-------------------------|---|-------------------------|--|-----|---|-------------------------|---|---------------|--|----------|
| O | <p>OBSERVE - Can you demonstrate aspects, show and provide samples of your work in this particular unit to the assessor?</p> <p>The assessor will observe or collect copies of...</p> <table border="1"> <thead> <tr> <th>Documented evidence</th> <th>Performance criteria</th> </tr> </thead> <tbody> <tr> <td>Client/Customer records</td> <td>3.1, 3.2, 3.5</td> </tr> <tr> <td>Service agreements or contracts/MOUs</td> <td>1.1, 1.2, 2.1, 2.4, 3.2</td> </tr> <tr> <td>Contact lists/database</td> <td>3.1, 3.2, 3.3, 3.4, 3.5</td> </tr> <tr> <td>Diary or journal records</td> <td>2.1</td> </tr> <tr> <td>Correspondence with clients</td> <td>1.1, 1.2, 2.2, 2.3, 3.1</td> </tr> <tr> <td>Copies of policies and procedures</td> <td>1.3, 2.4, 3.5</td> </tr> <tr> <td>Feedback from clients (Letters, emails, thank-you notes etc)</td> <td>1.2, 3.1</td> </tr> </tbody> </table> <p><i>The above are ideas to trigger your collection of samples that will help you to confirm your competency. Not all will be relevant to your situation, and you may have more relevant evidence. Record your list of evidence at the end of this document.</i></p> | Documented evidence | Performance criteria | Client/Customer records | 3.1, 3.2, 3.5 | Service agreements or contracts/MOUs | 1.1, 1.2, 2.1, 2.4, 3.2 | Contact lists/database | 3.1, 3.2, 3.3, 3.4, 3.5 | Diary or journal records | 2.1 | Correspondence with clients | 1.1, 1.2, 2.2, 2.3, 3.1 | Copies of policies and procedures | 1.3, 2.4, 3.5 | Feedback from clients (Letters, emails, thank-you notes etc) | 1.2, 3.1 |
| Documented evidence | Performance criteria | | | | | | | | | | | | | | | | |
| Client/Customer records | 3.1, 3.2, 3.5 | | | | | | | | | | | | | | | | |
| Service agreements or contracts/MOUs | 1.1, 1.2, 2.1, 2.4, 3.2 | | | | | | | | | | | | | | | | |
| Contact lists/database | 3.1, 3.2, 3.3, 3.4, 3.5 | | | | | | | | | | | | | | | | |
| Diary or journal records | 2.1 | | | | | | | | | | | | | | | | |
| Correspondence with clients | 1.1, 1.2, 2.2, 2.3, 3.1 | | | | | | | | | | | | | | | | |
| Copies of policies and procedures | 1.3, 2.4, 3.5 | | | | | | | | | | | | | | | | |
| Feedback from clients (Letters, emails, thank-you notes etc) | 1.2, 3.1 | | | | | | | | | | | | | | | | |
| C | <p>CONFIRM - Can you get support from others to confirm your skills?</p> <p>You will be required to provide third party support. Your assessor will provide you with the documentation you need to take to your support person/s. This document/s will confirm your experience in this unit.</p> | | | | | | | | | | | | | | | | |
| A | <p>**ANSWER – Please respond to these questions on the following page.</p> <table border="1"> <thead> <tr> <th>Questions</th> <th>PC</th> </tr> </thead> <tbody> <tr> <td>1. Describe the process you use to identify and meet client needs</td> <td>1.1, 1.2, 1.3, 2.1, 2.3</td> </tr> <tr> <td>2. List and describe the services and products you provide to clients</td> <td>2.1, 2.2</td> </tr> <tr> <td>3. How do you seek feedback and evaluate the service you provide?</td> <td>2.4</td> </tr> <tr> <td>4. How do you maintain communications and keep clients informed?</td> <td>3.1</td> </tr> <tr> <td>5. How do you maintain records of client contact and needs?</td> <td>3.4, 3.5</td> </tr> <tr> <td>6. Describe how you manage networks for relevant and up to date information</td> <td>3.2, 3.3</td> </tr> </tbody> </table> <p><i>Your written and/or verbal responses will help confirm that you have the required breadth and depth of knowledge related to this unit.</i></p> | Questions | PC | 1. Describe the process you use to identify and meet client needs | 1.1, 1.2, 1.3, 2.1, 2.3 | 2. List and describe the services and products you provide to clients | 2.1, 2.2 | 3. How do you seek feedback and evaluate the service you provide? | 2.4 | 4. How do you maintain communications and keep clients informed? | 3.1 | 5. How do you maintain records of client contact and needs? | 3.4, 3.5 | 6. Describe how you manage networks for relevant and up to date information | 3.2, 3.3 | | |
| Questions | PC | | | | | | | | | | | | | | | | |
| 1. Describe the process you use to identify and meet client needs | 1.1, 1.2, 1.3, 2.1, 2.3 | | | | | | | | | | | | | | | | |
| 2. List and describe the services and products you provide to clients | 2.1, 2.2 | | | | | | | | | | | | | | | | |
| 3. How do you seek feedback and evaluate the service you provide? | 2.4 | | | | | | | | | | | | | | | | |
| 4. How do you maintain communications and keep clients informed? | 3.1 | | | | | | | | | | | | | | | | |
| 5. How do you maintain records of client contact and needs? | 3.4, 3.5 | | | | | | | | | | | | | | | | |
| 6. Describe how you manage networks for relevant and up to date information | 3.2, 3.3 | | | | | | | | | | | | | | | | |
| L | <p>LIFE EXPERIENCE – Please list your experience in this unit:</p> <p>In your own words, summarise your activities and experience specifically relevant to this unit. These may not necessarily be related to your work.</p> | | | | | | | | | | | | | | | | |

AHCBUS511 Manage staff

The candidate has been involved in the selection, induction and management of staff members to ensure effective personal and professional workplace attitudes and behaviour.

| T | <p>TRAINING - Have you done any formal or informal training in this unit?</p> <ul style="list-style-type: none"> If you have undertaken relevant studies, please have on hand the subject outlines and copies of your results (eg TAFE subjects, Agricultural College units, University qualifications). List key seminars, workshops and conferences that have helped you gain the skills in this unit. Documents or certificates of these should be included. <p><i>You may have already provided this information in your application.</i></p> | | | | | | | | | | | | | | | | |
|---|---|---------------------|----------------------|--|---------------|---|---------------|--|----------|---|---------------|--|----------------|----------------------|-------------------------|---------------------|-------------------------|
| O | <p>OBSERVE - Can you demonstrate aspects, show and provide samples of your work in this particular unit to the assessor?</p> <p>The assessor will observe or collect copies of...</p> <table border="1"> <thead> <tr> <th>Documented evidence</th> <th>Performance criteria</th> </tr> </thead> <tbody> <tr> <td>Staffing policy guidelines</td> <td>1.2, 1.3, 2.2</td> </tr> <tr> <td>Recruitment advertisements</td> <td>1.1, 1.4</td> </tr> <tr> <td>Induction checklists</td> <td>2.1, 2.3</td> </tr> <tr> <td>Training plans</td> <td>4.1, 4.2, 4.3</td> </tr> <tr> <td>OHS policies and procedures</td> <td>3.1, 3.2</td> </tr> <tr> <td>Employment contracts</td> <td>1.1, 1.2, 1.3, 1.4, 2.2</td> </tr> <tr> <td>Performance reviews</td> <td>2.4, 2.5, 4.1, 4.2, 4.3</td> </tr> </tbody> </table> <p><i>The above are ideas to trigger your collection of samples that will help you to confirm your competency. Not all will be relevant to your situation, and you may have more relevant evidence. Record your list of evidence at the end of this document.</i></p> | Documented evidence | Performance criteria | Staffing policy guidelines | 1.2, 1.3, 2.2 | Recruitment advertisements | 1.1, 1.4 | Induction checklists | 2.1, 2.3 | Training plans | 4.1, 4.2, 4.3 | OHS policies and procedures | 3.1, 3.2 | Employment contracts | 1.1, 1.2, 1.3, 1.4, 2.2 | Performance reviews | 2.4, 2.5, 4.1, 4.2, 4.3 |
| Documented evidence | Performance criteria | | | | | | | | | | | | | | | | |
| Staffing policy guidelines | 1.2, 1.3, 2.2 | | | | | | | | | | | | | | | | |
| Recruitment advertisements | 1.1, 1.4 | | | | | | | | | | | | | | | | |
| Induction checklists | 2.1, 2.3 | | | | | | | | | | | | | | | | |
| Training plans | 4.1, 4.2, 4.3 | | | | | | | | | | | | | | | | |
| OHS policies and procedures | 3.1, 3.2 | | | | | | | | | | | | | | | | |
| Employment contracts | 1.1, 1.2, 1.3, 1.4, 2.2 | | | | | | | | | | | | | | | | |
| Performance reviews | 2.4, 2.5, 4.1, 4.2, 4.3 | | | | | | | | | | | | | | | | |
| C | <p>CONFIRM - Can you get support from others to confirm your skills?</p> <p>You will be required to provide third party support. Your assessor will provide you with the documentation you need to take to your support person/s. This document/s will confirm your experience in this unit.</p> | | | | | | | | | | | | | | | | |
| A | <p>**ANSWER – Please respond to these questions on the following page.</p> <table border="1"> <thead> <tr> <th>Questions</th> <th>PC</th> </tr> </thead> <tbody> <tr> <td>1. What steps would you take to recruit, select and induct a new staff member?</td> <td>2.1, 2.3</td> </tr> <tr> <td>2. How would you deal with a staff member whose performance was unsatisfactory (for example, always late, repeatedly making mistakes, uncooperative)?</td> <td>2.4, 2.5, 2.6</td> </tr> <tr> <td>3. What is the procedure for terminating the employment of a staff member whose performance has been unsatisfactory?</td> <td>2.7</td> </tr> <tr> <td>4. How have you implemented administrative procedures to meet legislative requirements?</td> <td>5.1, 5.2</td> </tr> <tr> <td>5. Why is it important to make all personnel aware of OHS risks and safe work practices?</td> <td>3.1, 3.2, 3.3,</td> </tr> </tbody> </table> <p><i>Your written and/or verbal responses will help confirm that you have the required breadth and depth of knowledge related to this unit.</i></p> | Questions | PC | 1. What steps would you take to recruit, select and induct a new staff member? | 2.1, 2.3 | 2. How would you deal with a staff member whose performance was unsatisfactory (for example, always late, repeatedly making mistakes, uncooperative)? | 2.4, 2.5, 2.6 | 3. What is the procedure for terminating the employment of a staff member whose performance has been unsatisfactory? | 2.7 | 4. How have you implemented administrative procedures to meet legislative requirements? | 5.1, 5.2 | 5. Why is it important to make all personnel aware of OHS risks and safe work practices? | 3.1, 3.2, 3.3, | | | | |
| Questions | PC | | | | | | | | | | | | | | | | |
| 1. What steps would you take to recruit, select and induct a new staff member? | 2.1, 2.3 | | | | | | | | | | | | | | | | |
| 2. How would you deal with a staff member whose performance was unsatisfactory (for example, always late, repeatedly making mistakes, uncooperative)? | 2.4, 2.5, 2.6 | | | | | | | | | | | | | | | | |
| 3. What is the procedure for terminating the employment of a staff member whose performance has been unsatisfactory? | 2.7 | | | | | | | | | | | | | | | | |
| 4. How have you implemented administrative procedures to meet legislative requirements? | 5.1, 5.2 | | | | | | | | | | | | | | | | |
| 5. Why is it important to make all personnel aware of OHS risks and safe work practices? | 3.1, 3.2, 3.3, | | | | | | | | | | | | | | | | |
| L | <p>LIFE EXPERIENCE – Please list your experience in this unit:</p> <p>In your own words, summarise your activities and experience specifically relevant to this unit. These may not necessarily be related to your work.</p> | | | | | | | | | | | | | | | | |

PUAOPE015 Conduct briefings and debriefings

The candidate has been involved in leading and managing a briefing or debriefing

| T | <p>TRAINING - Have you done any formal or informal training in this unit?</p> <ul style="list-style-type: none"> If you have undertaken relevant studies, please have on hand the subject outlines and copies of your results (eg TAFE subjects, Agricultural College units, University qualifications) List key seminars, workshops and conferences that have helped you gain the skills in this unit. Documents or certificates of these should be included. <p><i>You may have already provided this information in your application.</i></p> | | | | | | | | | | | | | | |
|---|--|---------------------|----------------------|--|-------------------------|--|-------------------------|---|---------------|---|---------------|-------------------------------|---------------|----------------------|-----|
| O | <p>OBSERVE - Can you demonstrate aspects, show and provide samples of your work in this particular unit to the assessor?</p> <p>The assessor will observe or collect copies of...</p> <table border="1"> <thead> <tr> <th>Documented evidence</th> <th>Performance criteria</th> </tr> </thead> <tbody> <tr> <td>Briefing procedures/checklist of the organisation</td> <td>1.1, 1.2, 1.4, 2.4, 2.5</td> </tr> <tr> <td>Stakeholder lists</td> <td>1.3</td> </tr> <tr> <td>Reports or notes on outcomes of briefings/debriefing</td> <td>2.2, 3.4</td> </tr> <tr> <td>Review documents</td> <td>3.3</td> </tr> <tr> <td>Diary entries/Meeting minutes</td> <td>2.3, 3.1, 3.2</td> </tr> <tr> <td>Incident information</td> <td>2.1</td> </tr> </tbody> </table> <p><i>The above are ideas to trigger your collection of samples that will help you to confirm your competency. Not all will be relevant to your situation, and you may have more relevant evidence. Record your list of evidence at the end of this document.</i></p> | Documented evidence | Performance criteria | Briefing procedures/checklist of the organisation | 1.1, 1.2, 1.4, 2.4, 2.5 | Stakeholder lists | 1.3 | Reports or notes on outcomes of briefings/debriefing | 2.2, 3.4 | Review documents | 3.3 | Diary entries/Meeting minutes | 2.3, 3.1, 3.2 | Incident information | 2.1 |
| Documented evidence | Performance criteria | | | | | | | | | | | | | | |
| Briefing procedures/checklist of the organisation | 1.1, 1.2, 1.4, 2.4, 2.5 | | | | | | | | | | | | | | |
| Stakeholder lists | 1.3 | | | | | | | | | | | | | | |
| Reports or notes on outcomes of briefings/debriefing | 2.2, 3.4 | | | | | | | | | | | | | | |
| Review documents | 3.3 | | | | | | | | | | | | | | |
| Diary entries/Meeting minutes | 2.3, 3.1, 3.2 | | | | | | | | | | | | | | |
| Incident information | 2.1 | | | | | | | | | | | | | | |
| C | <p>CONFIRM - Can you get support from others to confirm your skills?</p> <p>You will be required to provide third party support. Your assessor will provide you with the documentation you need to take to your support person/s. This document/s will confirm your experience in this unit.</p> | | | | | | | | | | | | | | |
| A | <p>ANSWER – Please respond to these questions:</p> <table border="1"> <thead> <tr> <th>Questions</th> <th>PC</th> </tr> </thead> <tbody> <tr> <td>1. Describe occasions where you were called on to brief or debrief personnel</td> <td>2.4, 2.5</td> </tr> <tr> <td>2. How do you prepare for a briefing/debriefing?</td> <td>1.1, 1.2, 1.3, 1.4, 2.1</td> </tr> <tr> <td>3. How do you encourage feedback during a briefing/debrief?</td> <td>2.2, 2.3, 3.1</td> </tr> <tr> <td>4. What is the process for following up briefing/debriefing actions and findings?</td> <td>3.2, 3.3, 3.4</td> </tr> </tbody> </table> <p><i>Your written and/or verbal responses will help confirm that you have the required breadth and depth of knowledge related to this unit.</i></p> | Questions | PC | 1. Describe occasions where you were called on to brief or debrief personnel | 2.4, 2.5 | 2. How do you prepare for a briefing/debriefing? | 1.1, 1.2, 1.3, 1.4, 2.1 | 3. How do you encourage feedback during a briefing/debrief? | 2.2, 2.3, 3.1 | 4. What is the process for following up briefing/debriefing actions and findings? | 3.2, 3.3, 3.4 | | | | |
| Questions | PC | | | | | | | | | | | | | | |
| 1. Describe occasions where you were called on to brief or debrief personnel | 2.4, 2.5 | | | | | | | | | | | | | | |
| 2. How do you prepare for a briefing/debriefing? | 1.1, 1.2, 1.3, 1.4, 2.1 | | | | | | | | | | | | | | |
| 3. How do you encourage feedback during a briefing/debrief? | 2.2, 2.3, 3.1 | | | | | | | | | | | | | | |
| 4. What is the process for following up briefing/debriefing actions and findings? | 3.2, 3.3, 3.4 | | | | | | | | | | | | | | |
| L | <p>LIFE EXPERIENCE – Please list your experience in this unit:</p> <p>In your own words, summarise your activities and experience specifically relevant to this unit. These may not necessarily be related to your work.</p> | | | | | | | | | | | | | | |

Sample Third Party Support

| Third Party Support / Work place representative details. | |
|--|------|
| To be complete by your workplace representative / referee. | |
| Candidate Name | |
| Referee Name | |
| Workplace/ Organisation Name | |
| Referees Job Title | |
| Professional relationship to candidate (eg. supervisor, manager) | |
| How long have you observed the candidate in the following areas? | |
| <p>Supervise agricultural crop harvesting</p> <p>The candidate has been involved in supervising the harvest of agricultural crops including the timing of activities and organising suitable machinery.</p> <p>Comments:</p> | |
| <p>Manage livestock production</p> <p>The candidate has been involved in establishing production targets, implementing strategies to achieve those targets, taking into account animal health and feeding.</p> <p>Comments:</p> | |
| <p>Develop and implement a breeding strategy</p> <p>The candidate has developed, implemented and monitored a livestock breeding program for their farming system.</p> <p>Comments:</p> | |
| <p>Manage WHS processes</p> <p>The candidate has been involved in ongoing management of occupational health and safety (WHS) within an area of management responsibility, where the WHS management processes have been set up by other persons, either internal or external to the organisation.</p> <p>Comments:</p> | |
| Signature | Date |

Sample transcript



Department of
Primary Industries

Tocal College

National Provider Number: 91166

ABN: 72 189 919 072

ACADEMIC TRANSCRIPT

Ken Farmer **Student ID: 9877309**
AHC50116 **Diploma of Agriculture**

| <i>Comp Code</i> | <i>Competency</i> | <i>Result</i> |
|------------------|---|---------------|
| AHCLSK505 | Develop production plans for livestock | C |
| AHCAGB505 | Develop a whole farm plan | C |
| AHCAGB501 | Develop climatic risk management strategies | C |
| AHCPMG503 | Develop a strategy for the management of target pests | C |
| AHCSOL501 | Monitor and manage soils/growing media | C |
| AHCCHM501 | Develop and manage a chemical use strategy | C |
| AHCBUS506 | Develop and review a business plan | C |
| AHCMER501 | Develop a sales strategy for rural products | C |
| AHCBUS508 | Prepare and monitor budgets and financial reports | C |
| AHCLSK502 | Arrange marketing of livestock | C |

#####END OF RESULTS- NO ALTERATIONS OR ERASURES#####

This student has satisfied the requirements for this certificate.

Principal
Tocal College

Print date: 21 September 2020

Code of Practice for RPL Assessors

Total College has adopted the international code of ethics and practice that is described in the Training Package for Assessment and Workplace Training.

Total College Code of Practice for RPL Assessors

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity.
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary
- All forms of harassment are avoided throughout the planning, conduct, reviewing and reporting of the assessment outcomes.
- The rights of the candidate are protected during and after the assessment.
- Personal or interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes.
- The candidate is made aware of rights and processes of appeal.
- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor.
- An assessment review process with a separation of duties is established to ensure that personal preferences bias and prejudice of an assessor does not affect the assessment process.
- Assessments are conducted within the boundaries of the assessment system policies and procedures.
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures.
- Assessment tools, and procedures are consistent with equal opportunity legislation.
- The candidate is informed of all assessment reporting processes prior to the assessment.
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment.
- Confidentiality is maintained regarding assessment results
- Results are only released with the written permission of the candidate(s).
- The assessment results are used consistently with the purposes explained to the candidate.
- Self-assessments are periodically conducted to ensure current competencies against the Assessment and Workplace Training Competency Standards.
- Professional development opportunities are identified and sought.
- Opportunities for networking amongst assessors are created and maintained
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Contact us

Tocal College, CB Alexander Campus, Paterson

Website:

www.tocal.nsw.edu.au/students/future-students/Recognition-of-prior-learning

Toll Free: 1800 025 520

RPL Coordinator:

Mia Mackay

(Tuesday to Thursday)

Mobile phone: 0409 831 736

Email: mia.mackay@dpi.nsw.gov.au