



Recognition of Prior Learning (RPL)

Student Handbook

Welcome

Congratulations on choosing Aspire Performance Training as your training provider. I am sure you will not be disappointed with your choice!

As a Registered Training Organisation (RTO) we are charged with upholding the integrity of issuing national qualifications and units of competency. This is a role we take very seriously. You can be guaranteed that if you receive a qualification issued by Aspire it is being issued by a quality endorsed training organisation.

Aspire is built upon a philosophy that no one clients' needs are the same and that by meeting individual needs we can customise exact training requirements and provide innovative solutions for you. Our team of Trainers, Assessors and administrators are here to help guide you through the maze of attaining qualifications and participating in development opportunities that will add value. Our enthusiasm for meeting diverse needs is clearly demonstrated in our approach to designing individual training plans. If at any time you wish to discuss your training and assessment strategy with us please contact our Learning and Development Team on (08) 6460 0965 or info@aspirept.com.au.

One of the core requirements in today's environment of any training provider is being able to offer flexible solutions to training requirements. I ask you to challenge us to ensure we provide you with that flexibility.

We want to be your training provider as you travel along the learning and development journey.

Good luck for the future!



Sheevaun Gallacher
Director
Aspire Performance Training

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Published by Aspire Performance Training Pty Ltd (RTO Code: 51907)

Address: Unit 10/643 Newcastle St, Leederville, WA, 6007

Tel: (08) 6460 0965

Fax: (08) 6210 1741

Email: info@aspirept.com.au

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Contents

Welcome	2
About Aspire	6
Aspire Core Values	6
The Services We Provide.....	7
Qualifications	7
Traineeships.....	7
Online Programs	7
Consultancy.....	9
Non-Accredited Training.....	9
Training Packages.....	9
Training Code of Practice	9
Competency Based Training (CBT) and Assessment.....	10
Recognition of Prior Learning	10
Course Information	10
Enrolment	11
Unique Student Identifier (USI)	11
Determining Learning Needs	11
Fees, Charges and Refunds	11
What is expected of Me?	12
Assessments.....	12
Evidence Map/ Assessment Map.....	13
Supplementary Documents to aid RPL Process	15
Feedback	15
Concerns, Complaints and Appeals.....	15
Appeals against Assessment Decisions	16
Quality Assurance	16
Continuous Improvement.....	16
Consumer Rights.....	17
Legislation	17
Accessing Records.....	17
Course Evaluations.....	17
Contact Aspire.....	18
Appendix 1 – Sample.....	19

Appendix 2 – Sample.....20

About Aspire

Aspire Performance Training (Aspire) is an established training organisation operating nationally. Aspire offers a range of accredited and non-accredited training solutions. These include Leadership and Management, Real Estate, Project Management, Business, Traineeships and Customer Engagement.

Our training solutions are delivered flexibly through varied funding models. These solutions include but are not limited to Customised Workshops, Blended Learning to pure On-line Learning offerings, Traineeships, Skills Recognition, and Fee-for-Service programs. We help our clients achieve success by listening to their needs and developing solutions based on our proven expertise in training design and delivery. These solutions seek ultimately to improve our clients business and people performance.

In addition, Aspire also provides consultancy services in a number of business related areas including advanced facilitation, organisational design and development, writing applications for funding/grants, developing business/strategic plans, re-designing policies, procedures and processes, setting up organisations as RTOs and providing an associated auditing service and Training Needs Analysis.

Aspire was founded and is managed and led by Sheevaun Gallacher. Sheevaun has 30 year's experience of working within the field of learning and development both in the design and implementation of training programs and facilitation. Sheevaun was nominated as a Telstra Business Woman Award Finalist in 2012. Aspire has been operating for over 10 years and is nationally Accredited provider having recently (September 2018) successfully been reaccredited through ASQA (RTO number 51907).

Aspire is experienced in the design and delivery of training across a variety of sectors including Resources, Real Estate, Financial Services, not for profits, Government, Health and Utilities.

Aspire Core Values



We feel good about our business and are proud of our achievements.



Our clients are our priority.



We share success by challenging each other.



Sustainable relationships are key to all our futures.



Let our professional knowledge become yours.

The Services We Provide

Aspire offers an array of specialist training courses delivered by highly experienced experts in their field. Below are the courses on offer with the possibility of additional courses being offered throughout the year.

Qualifications

BSB20115 Certificate II in Business
BSB30115 Certificate III in Business
BSB40215 Certificate IV in Business
BSB40315 Certificate IV in Customer Engagement
BSB41515 Certificate IV in Project Management Practice
BSB42015 Certificate IV in Leadership and Management
BSB51415 Diploma of Project Management
BSB51915 Diploma of Leadership and Management
BSB61015 Advanced Diploma of Leadership and Management
CPP40307 Certificate IV in Property Services (Real Estate)
CPP50307 Diploma of Property Services (Agency Management)
PSP20116 Certificate II in Government
PSP30116 Certificate III in Government

Traineeships

The following qualifications are also delivered as traineeships (government subsidies may apply):

BSB20115 Certificate II in Business
BSB30115 Certificate III in Business
BSB40215 Certificate IV in Business
BSB40315 Certificate IV in Customer Engagement
BSB42015 Certificate IV in Leadership and Management
BSB51915 Diploma of Leadership and Management
CPP40307 Certificate IV in Property Services (Real Estate)
PSP20116 Certificate II in Government
PSP30116 Certificate III in Government

Online Programs

QUALIFICATIONS
BSB42015 Certificate IV in Leadership and Management
BSB51915 Diploma of Leadership and Management

NON-ACCREDITED TRAINING		
People Management Courses		
Effective Supervision	Building an Effective Team	Effective Delegation Skills
Managing Conflict	Controlling Stress at Work	Managing Stress and Conflict
Managing Employee Performance	Managing Recruitment	Effective Management
Managing Employee Development	Managing for Performance	Coaching and Mentoring Staff
Lead & Manage Effective Workplace relationships	Develop Emotional Intelligence	
Business Management Courses		
Budgeting and Cost Management	Finance for Non-Finance Managers	Managing Workplace Projects
Managing Business Improvement	Quality Management Foundations	Risk Management Foundations
Managing Change	Managing Customer Relations	Creative Problem Solving
Writing a Business Case	Customer Service Essentials	Manage Continuous Improvement
Managing Service Quality	Handling Complaints and Difficult Customers	Developing Business Strategy
Implementing Business Strategy	Operational Planning	Managing for Efficiency and Effectiveness
Lean 6 Sigma and Continuous Improvement	Leading Projects in the Organisation	Promoting Innovation
Marketing and Sales Management		
Market Assessment	Foundations in Marketing	Marketing Planning
Marketing Management	Essential Sales Skills	Promoting the Business
Communication Skills for Business		
Interpersonal Communication	Presentation Skills	Managing Meetings
Negotiation Skills	Business Writing	Business Report Writing
Management Communication Skills		
Leadership		
Foundations in Leadership	Mastering Leadership	Lead Motivation and Engagement
Leadership for Results	Leading Innovation and Change	Leading a High Performance Team
Emotional Intelligence for Leaders	Developing your Leadership Styles	
Business Development		
Getting Started in Business	Developing your Business Idea	Business Planning
Financing Your Business		
Personal Effectiveness		
Time Management Foundations	Improving Personal Effectiveness	Developing yourself
Stress Awareness		

Consultancy

Coaching and Mentoring individuals
Auditing of Registered Training Organisations
Establishing Registered Training Organisations
Strategic planning and facilitation
Working with organisations to ensure their training delivery and assessment services to the National VET Standards 2015.

Non-Accredited Training

Conflict Resolution
FISH!
Facilitation Skills
Aligning People and Performance
Attracting and Retaining Talent
Maintaining Customer Relations
Mentoring Programs
Recruitment, Selection and Induction
Developing Leadership Competency
Working Smarter in Real Estate
Leading in a Team Environment
Time Management
Individual Coaching
Communication
Becoming a Highly Performing Team
Executive Leadership Development

Training Packages

It is highly recommended that you view the National Training website at www.training.gov.au for detailed information on how qualifications can be packaged to meet desired outcomes.

Trainers/ Assessors at Aspire will work with you to ensure the packaging rules of each qualification are fully discussed and reflect to meet your needs.

Training Code of Practice

As a Registered Training Organisation, Aspire is committed to operating in accordance with the National Standards for Registered Training Organisations. These are a set of conditions and

standards which assures nationally consistent, high quality training and assessment services for the clients of Australia's Vocational Education and Training (VET) system.

All Aspire staff recognise the rights of students and provides information, support and advice that is consistent with our Training Code of Practice.

The following principles are the framework of the Training Code of Practice:

- RPL
- Training Package
- Competency based training
- Access and equity

Competency Based Training (CBT) and Assessment

CBT is designed to assist to maximise the skills and knowledge they have relevant to a unit of competency. CBT allows participants to have a number of different learning styles and encourages participants to think broadly relating to achieving competency in a number of ways, for example, observation, practical demonstrations and workplace activities. To achieve a unit of competency a participant must meet the requirements of the performance criteria and elements contained within a unit of competency along with being able to demonstrate they meet the critical aspects of evidence. An Assessor's role is to ensure attainment against the unit of competency is achieved.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) means an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses.

- a) formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree);
- b) non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business); and
- c) informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

Please discuss the opportunity of prior learning with your Assessor or alternatively, contact the Learning and Development Manager.

Course Information

Aspire will ensure that you are provided with all the information about the course you are undertaking prior to commencement of training to make sure that the course meets your needs.

Information will be distributed to you via email, post, through contact within your organisation or in face to face meetings.

Enrolment

As part of the enrolment process, Aspire will need the following to proceed with an RPL enrolment:

- Enrolment form
- Determining Learner Needs Assessment (to determine suitability t RPL)
- RPL Agreement
- Authorisation for invoice form
- Identification (e.g. Drivers License, Passport, etc.)
- Previously completed academic transcripts, qualifications (if applicable for credit transfers to be applied)

Unique Student Identifier (USI)

Student Identifier (USI). This will now be a requirement to participate in any nationally recognised qualifications. Aspire requires a USI to be included to in an enrolment form to proceed to the next step.

Signing up is simple you should head to www.usi.gov.au and click on "Create your USI". To register they you must have one form of ID this could include the following:

- Passport,
- Drivers Licence,
- Birth Certificate,
- Medicare Card,
- Immigration Visa or Citizenship Certificate.

For more information please head to www.usi.gov.au.

Determining Learning Needs

All participants that undertake qualifications offered through Aspire will have the opportunity to discuss their learning needs with an Aspire representative at sign up and their Trainers and Assessors during completion. If participants require additional support with reading, numeracy, literacy or developing alternative assessment strategies please contact the Learning and Development Manager in the first instance.

Fees, Charges and Refunds

Aspire ensures that clear and accurate information is provided on all fees. Charges and refund entitlements are presented to clients before entering into an agreement relating to training and / or assessment services.

- Please read carefully our current Fees Charges Refunds and Financial Hardship Policy

What is expected of Me?

From you as the participant:

- Effective communication with your Assessor
- Appropriate behaviour which includes, but not limited to, when you meet with your Assessor, commitment to deliver on time, high levels of communication
- Collect evidence and complete assessment requirements outlined by your Assessor in set timeframes
- Participate in providing feedback during all stages of the process
- Contact your Assessor with any concerns or issues so that these can be resolved quickly

From Aspire Performance Training, we will:

- Treat you with respect, fairly and without discrimination
- Provide you with all necessary support
- Settle disputes fairly
- Allow you to express and share ideas
- Ensure privacy of confidential records
- Provide you with additional information on rights and responsibilities as requested
- Matrix: To cross reference the index against each unit to avoid double up

Assessments

As part of the RPL process participants are required to submit evidence to Assessors to demonstrate competency. All assessments evidence should be provided to your Assessors on the agreed date (as per the RPL Agreement). Participants are encouraged to keep a copy of their assessment as the Assessor will retain originals for validation purposes.

As you are completing your qualification through a RPL process your assessments will predominately be through an evidence collection process with questioning unless otherwise specified by the Assessor.

Assessments should be submitted to your Assessor in a timely manner and negotiated based on discussions in your initial meeting. Appendix 1 outlines a sample cover sheet that you will provide with your evidence.

Your Assessor will also provide you with their contact details should you require further support or guidance throughout the process.

The assessment process is carried out by qualified Assessors who ensure that judgements on assessments are fair, valid, reliable and flexible. Quality assurance procedures are also in place to ensure these principles are adhered to.

In Vocational Education and Training there is never a pass or fail result. There may be instances where your Assessor feels that further evidence is required in addition to the work submitted. If this is the case the outcome of the assessment will be Not Yet Competent and your Assessor will advise you what evidence is required and will arrange with you a reassessment within an agreed timescale.

If you are not satisfied with the assessment decision then you have the right to appeal the decision. In such an instance, the process outlined in Concern, Complaints and Appeals should be followed.

Plagiarism, without the appropriate acknowledgement, is unacceptable. If your Assessor suspects this, the matter will be initially discussed with you as the action may have been unintentional. Otherwise it will be referred to the Learning and Development Manager for further investigation.

You will then be advised of any appropriate action if required.

If your Assessor makes the judgement that you have fulfilled all the requirements of the unit(s) of competency then you will be notified that the result is Competent and you will receive the relevant Statement of Attainment. If all the requirements of the qualification have been met then you will also receive a nationally recognised Qualification.

All assessment (not just RPL) must:

- a) meets the requirements of the relevant Training Packages or accredited course
- b) is conducted in accordance with the principles of assessment and the rules of evidence collection
- c) meets workplace and, where relevant, regulatory requirements
- d) is systematically validated by independent validators

In order to achieved the above, Aspire will:

- a) ensure all Trainers/ Assessors have access to national training packages either in hard or soft copy
- b) provide details to all Trainers/ Assessors information relating to the principles of assessment and the rules of evidence collection
- c) ensure validation is undertaken with industry representatives as per our annual validation plan

Further information on the Aspire Assessment System can be found at <https://aspirept.com.au/overview-of-the-assessment-process/>.

Evidence Map/ Assessment Map

As previously mentioned a large portion of the RPL process is assessed through an evidence collection process. To assist in this process you will be provided with an evidence map and assessment map to assist with collecting evidence for the units you have selected to complete as part of your qualification. All evidence collected should be added to the assessment map in the index tab, numbered and then mapped to the corresponding areas of the unit with comments provided.

All evidence maps have been developed to assist participants to pull together an evidence portfolio that links to the national units of competency you are completing. Participants will provide this evidence to an Assessor in a portfolio format for review to be assessed. Please note that the portfolio evidence should all be numbered as per your assessment map index.

A sample evidence map for one unit has been provided on the following page. Please note the evidence map is a guide only, if you have any questions on what is required you should speak with your Assessor as your first point of contact.

Certificate IV in Business – BSB40215			
National Code	National Title	Evidence Collection (suggestions)	Insert list of evidence provided to support competency
Address customer needs	BSBCUS402	<ul style="list-style-type: none"> - Emails interacting with customers/ contact logs including the following: <ul style="list-style-type: none"> ➢ Explaining and matching available products and services ➢ General queries ➢ Assist with decision making ➢ Regular communications with customers ➢ Referrals - Customer rights and responsibilities - Identify possible areas of difficulty in customer service delivery and how you can overcome these issues - Contacts list (networks) internal and external - Customer profiles - Customer service targets - Customer interaction records - Products/services information <ul style="list-style-type: none"> ➢ Website ➢ Brochures ➢ Catalogues ➢ Conferences ➢ Mail drops - Loyalty promotions/cards - Complaints forms/policy/procedure - Feedback forms – hardcopies or electronic - Monitoring of internal performance indicators: <ul style="list-style-type: none"> ➢ Sales figures ➢ New customer figures ➢ Customer retention - Promotional products - Marketing materials - Staff meetings – customer focused 	

A sample of the RPL assessment map index is as follows:

ASSESSMENT MAPPING	
Qualification: DIPLOMA OF LEADERSHIP AND MANAGEMENT BSB51915	
Participant: Jemma Beckers	
Document Number	Document
1	Resume
2	Job description form
3	Magazine subscriptions
4	Training gov au - Update
5	USI bulletin
6	ACPET bulletin
7	PD Form 2014 -2015
8	PD Form 2015 -2016
9	Coaching session 1
10	Coaching session 2
11	Coaching journal
12	LSI Summary
13	LSI Action Plan
14	Coaching Email Correspondence
15	PD Correspondence and Session Bookings 2016
16	Feedback (including 360, Performance Reviews, Position Acting)
17	Staff Feedback Meetings
18	Aspire Values
19	Outlook Emails
20	Outlook Diary
21	Work life balance
22	Networking
23	Knowledge questions - Completed
24	Knowledge question answers guides - Developed for Trainer Use
25	Aspire website screen shots (also refer to www.aspirept.com.au for full version)
26	Staff PD Plans that I have developed, organised and put in place
27	Personal Development Plan
28	Third Party Report
29	Observation checklist - Completed by Assessor
29	Foundation Skills Oral Communications checklist - Completed by Assessor

This will correspond to other tabs within the spreadsheet for all areas of the unit/s. A en example of this is:

ASSESSMENT MAPPING				
Qualification: DIPLOMA OF LEADERSHIP AND MANAGEMENT BSB51915				
Participant: Jemma Beckers				
Unit Title and Code	Core/ Elective	Element	Workplace Documents	Additional Comments
BSBWOR501 Manage personal work priorities and professional development	1. Establish personal work goals	1.1 Serve as a positive role model in the workplace through personal work planning	1, 9, 10, 12, 16, 19, 22, 23, 28	Evidence provides a range of strategies; one to one meetings, team meetings, networking etc
		1.2 Ensure personal work goals, plans and activities reflect the organisation's plans, and own responsibilities and accountabilities	1, 7, 8, 13, 17, 23, 28	Participation in ongoing development through formal review processes.
		1.3 Measure and maintain personal performance in varying work conditions, work contexts and when contingencies occur	12, 13, 16, 18, 23, 28	Using 360 degree feedback tool to measure performance and leadership development skill set
	2. Set and meet own work priorities	2.1 Take initiative to prioritise and facilitate competing demands to achieve personal, team and organisational goals and objectives	16, 17, 18, 19, 20, 21, 23, 28	Demonstrated through day to day calendar meeting and appointments internally with clients and externally with key stakeholders
		2.2 Use technology efficiently and effectively to manage work priorities and commitments	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28	MS Outlook used extensively - both in a personal context and as a mentor
		2.3 Maintain appropriate work-life balance, and ensure stress is effectively managed and health is attended to	18, 21, 23, 28	Demonstrated through excellent organisation skills using technology to its full advantage. Took a lead role in the development of Aspire values
	3. Develop and maintain professional competence	3.1 Assess personal knowledge and skills against competency standards to determine development needs, priorities and plans	2, 7, 8, 9, 10, 11, 12, 13, 16, 17, 18, 23, 28	Competency standards as set by other manager and key stakeholders as part of ongoing mentoring/coaching program
		3.2 Seek feedback from employees, clients and colleagues and use this feedback to identify and develop ways to improve competence	9, 10, 11, 12, 16, 23, 28	Participated in 360 degree feedback session. Feedback sought from clients, stakeholders, internal staff (peers/subordinates etc)
		3.3 Identify, evaluate, select and use development opportunities suitable to personal learning style/s to develop competence	1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 23, 28	Provided evidence on a consistent basis over a number of years and also evident in knowledge question responses
		3.4 Participate in networks to enhance personal knowledge, skills and work relationships	22, 23, 28	Several examples provided as evidence for this element - both internal and external
3.5 Identify and develop new skills to achieve and maintain a competitive edge		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28	Evidence included developing skills in coaching, social media, networking, industry knowledge etc	

As part of the initial RPL enquiry a sample of an RPL assessment map completed with required documents as been sent to you. Please refer to this for further detail.

Supplementary Documents to aid RPL Process

It is recommended as part of your evidence portfolio that you also include the following generic documents as supporting evidence to your Assessor:

- Up to date copy of your resume
- Qualification previously completed
- Evidence of professional development (e.g. non accredited training)
- Evidence of associations or memberships you are involved with
- Evidence of subscriptions to external networking organisations

Other tools to assist:

Upon request Aspire can also provide you with the following to assist with the collection process:

- Index: To create a list if all documents provided

Feedback

You will be provided with feedback on your submitted RPL evidence within 2 weeks of receipt (unless otherwise specified). The feedback will be in writing (sample Appendix 2) and will indicate competency or whether additional evidence is required

Concerns, Complaints and Appeals

As a Registered Training Organisation, Aspire continually strives towards excellence in Training and welcomes all types of feedback from students.

For any concerns, complaints (regarding a staff member, other student or third party) or appeals the following process should be followed:

For any concerns, complaints or appeals the following process should be followed:

Concern or Complaint

- Step 1:** discuss the concern/ complaint with your Assessor. If the issue is not resolved then continue to Step 2
- Step 2:** complete the Concerns, Complaints and Appeals form (available from the website or by contacting the office, (details on page three) should be completed and submitted to the Learning and Development Manager.
- Step 3:** acknowledgement is issued to you within five working days
- Step 4:** the Learning and Development Manager will assess the case and endeavour to resolve the matter to the satisfaction of all parties
- Step 5:** if the matter cannot be resolved, arrangements will be made for an independent arbitrator to assess the case
- Step 6:** the complainant will receive written advice of the outcomes and reasons for the decision

Appeals against Assessment Decisions

Such complaints are dealt with in accordance with the National VET Standards and are therefore subject to additional steps to reach resolution. Steps one to four (of the above) should be followed then:

- The Learning and Development Manager will seek guidance from a second Assessor in the same field
- If the second Assessor reaches the same outcome the Learning and Development Manager will refer the matter to an independent external Assessor
- If the external Assessor upholds the outcome but the Student is still not satisfied then the matter can be referred to the Australian Skills Quality Authority.

Quality Assurance

Aspire will ensure that the Academic Policies and related procedures are consistently followed to maintain the high standard of training delivery and related client services.

Continuous Improvement

Aspire ensures that procedures and processes are adhered to in relation to continual monitoring, reviewing and improving its client's services to strive to excellence in training.

Consumer Rights

Aspire will ensure that all contractual services are delivered with due care and skills, and that the training materials provided will be suitable and relevant. If the student is required to provide any training resources, they will be notified in advanced of enrolment.

If the RTO closes or ceases to deliver any or part of the training product enrolled in then the student will be notified, issued with a Statement of Attainment for any units completed and any outstanding refunds applied.

Legislation

Staff, contractors, representatives and students will comply with all relevant Local, State and Federal Government regulations including, but not limited to:

- Equal Opportunity Act
- Occupational Health and Safety Act
- Vocational Education and Training Act
- Trade Practices Act
- Privacy Act
- Copyright Act

Please note that other legislations may apply depending on the client.

Accessing Records

Students have the right to access all their records including enrolment details, assessments submitted and results on request. Should a participant wish to access their records please contact your Assessor initially or in writing to Aspire. A copy of the signed enrolment form and qualification can also be sent to the employer on request if they have covered the cost of the training/assessment.

All records are confidential and only accessible by RTO staff or auditors from the Australian Skills Quality Authority (ASQA) or the Department of Training and Workforce Development. General records are stored securely in hard copy or electronic format depending on the type of enrolment and its status. All enrolment documents and key records will be kept for 5 years. Aspire's Academic Policies and Procedures outlines assessment evidence processes. All qualification certificates and statements of attainment are retained for 30 years.

As a Registered Training Organisation, Aspire is required to disclose statistical information to the State and Federal Governments under legislation. To provide information to any other third party requires written authorisation from the Student.

Course Evaluations

As Aspire's policy and procedures emphasises the importance of quality assurance and continuous improvement, course evaluations have a significant role in gauging client satisfaction with the

services we provide. Although evaluations are not compulsory, it would be extremely beneficial if you could take a few minutes to complete surveys issued to you at various stages of your training and assessment.

If you feel you would like to make a comment on our services, you are more than welcome to do so whenever you feel the need. Comments can be logged via your Assessor or by directly contacting the Aspire office.

Contact Aspire

Title	Name	Phone	Mobile	Email
Administration		(08) 6460 0965		admin@aspirept.com.au
Learning and Development Manager	Jemma Beckers	(08) 6460 3204	0437 855 875	jemma@aspirept.com.au

Appendix 1 – Sample



DIPLOMA OF LEADERSHIP AND MANAGEMENT BSB51915

BSBWOR501 Manage Personal Work Priorities and Professional Development

Assessment Tool

Please complete and submit this cover sheet with your assessments

Name	Jemma Beckers				
Email	jemma@aspirept.com.au	Mobile	0437 855 875		
Verification of work statement	I certify that this assessment is my own work, based on my personal study and/or research and that I have acknowledged all material and sources used in its preparation. I have not copied in part or whole or otherwise plagiarised the work of any other persons.				
Signature		Date	09/03/2018		
Assessment Submission dates	Task	Date	Assessor to complete		
			Result (circle) Satisfactory or not yet satisfactory		
	1. Knowledge questions	09/03/2018	S	NYS	N/A
	2. Evidence	09/03/2018	S	NYS	N/A
	3. Verbal questions/ interview (aligned to observation checklist and oral communication foundation skills checklist)	09/03/2018	S	NYS	N/A
Assessment feedback	Other assessment methods used by the assessor not listed above to gather evidence of competency				
	If the participant is not yet competent – include strategies to address gaps in performance				
	BSBWOR501 Manage Personal Work Priorities and Professional Development		Competent	Not yet competent	
Assessor Declaration	In completing this assessment, I confirm that the participant has demonstrated all unit outcomes through consistent and repeated application of skills and knowledge with competent performance demonstrated in multiple instances over a period of time. Evidence collected has been confirmed as:				
	Valid	Sufficient	Current	Authentic	
Assessor name					
Assessor Signature		Date			

Appendix 2 – Sample

Feedback Sheet (to be sent back to student)

This Feedback Sheet will be completed and signed by the assessor post assessment and sent to the student. It will provide feedback detailed feedback on the evidence supplied by the student.

Candidate's name	Jemma Beckers	Date	
BSBWOR501 Manage Personal Work Priorities and Professional Development			
SAMPLE			
If the participant is not yet competent – include strategies to address gaps in performance – n/a			
Date for re assessment	n/a		
Assessor name			
Assessor signature		Date	