

Recognition of Prior Learning (RPL) Pack

Competency Unit	BSBWOR404A Develop work priorities				
Unit Descriptor	This unit of competency This unit describes the performance outcomes, skills and knowledge required to plan one's own work schedules, to monitor and to obtain feedback on work performance and development. It also addresses the requirement to take responsibility for one's own career planning and professional development. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement. This unit contains employability skills. This unit applies to individuals who are required to design their own work schedules and work plans, and to establish priorities for their work. They will typically hold some responsibilities for the work of others and have some autonomy in relation to their own role.				
Client Candidate Name	Third Party Employer Representative Name			RTO Assessor Name	
Signature	Signature			Signature	
Date	Date			Date	
Supplementary evidence has been provided for this unit <input type="checkbox"/>		Supervisor <input type="checkbox"/>	Client <input type="checkbox"/>	Colleague <input type="checkbox"/>	Supplementary evidence has been verified and attached for this unit <input type="checkbox"/>

Skills and Attitudes Assessment

How am I going to be assessed and what do I need to provide my assessor?	<p>This unit of competency is to be assessed in the workplace or simulated work environment. The following assessment methods are suggested:</p> <ul style="list-style-type: none"> Assessment must ensure: the learner and trainer should have access to appropriate documentation and resources normally used in the workplace A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate; observation of performance in role plays; observation of presentations; review of work and professional development plans. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>	Self Evaluation Assessment 1	Third Party testimonial Assessment 2	RTO Verification Assessment 3		Notes by Assessor
		Task/s Verified by Candidate	Task/s Verified by Supervisor	Task/s Verified by Assessor		
		Yes No	Yes No	Yes No		
	learning skills to recognise and develop new and necessary skills and knowledge.....	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		
	literacy skills to understand the organisation's policies, procedures and communications, to write personal work plans and professional development plans, and to request and receive feedback about performance.....	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		
	organising skills to prioritise, manage time and meet deadlines	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		
	problem solving skills to develop contingency plans	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		
	preparing and communicating own work plan.....	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		
	scheduling work objectives and tasks to support the achievement of goals	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		
	seeking and acting on feedback from clients and colleagues	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		
	reviewing own work performance against achievements through self-assessment	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		
	Manages a number of different tasks within the job	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		
	Responds to problems, breakdowns, changes to routine	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		
	Demonstrates a positive attitude and responsibility to work	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		

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The following Elements of Competency and Performance Criteria have been assessed in line with the Required Knowledge and Skills and Attitudes outlined **Yes No**

<p>Plan and complete own work schedule Workgroup plans are prepared to reflect consideration of resources, client needs and workgroup targets Work objectives and priorities are analysed and incorporated into personal schedules and responsibilities Factors affecting the achievement of work objectives are identified and contingencies established and incorporated into work plans Business technology is used efficiently and effectively to manage and monitor planning completion and scheduling of tasks</p>	<p>Monitor own work performance Personal performance standards are identified and analysed through self-assessment and feedback from others on the achievement of work objectives Feedback on performance is actively sought from colleagues and clients and evaluated in context of individual and group requirements Variations in the quality of service and products are routinely identified and reported in accordance with organisational requirements</p>	<p>Coordinate professional development Personal knowledge and skills are assessed against organisational benchmarks to determine development needs and priorities Opportunities for improvement and sources of learning are researched and planned in liaison with colleagues Feedback is used to identify and develop ways to improve competence within available opportunities New skills are identified and professional development activities are accessed and completed to facilitate continuous learning and career development Records and documents relating to achievements and assessments are stored and maintained in accordance with organisational requirements</p>
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Feedback provided to candidate: Candidate signature:

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Assessment Outcome **Competent** **Not yet competent** **Candidate appeals the outcome** **Yes** **No** **Initials**..... *Details of appeal:*

