

# Guide to Recognition of Prior Learning

## Diploma of Professional Practice Leadership



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creating professional success



The eight core principles of practice management listed as required knowledge by the Australian Association of Practice Management Ltd (AAPM) are:

- Business and Clinical Operation
- Professional Responsibility
- Financial Management
- HR Management
- Information Management
- Governance and Organisational Dynamics
- Planning and Marketing
- Risk Management

A Practice Manager may have various titles, for example Chief Executive Officer, Business Manager, Executive Director, or Director. The definition of a Practice Manager is someone who performs all or some of the Practice Management tasks in a healthcare setting. A Healthcare Practice Manager's tasks may include strategic planning, review and implementation of processes in a practice that increase efficiency and contribute to the overall notion of 'excellence in healthcare'. This is achieved using the AAPM core principles of healthcare practice management listed above.

Your role as Practice Manager is central to the efficient running of the practice. Technical, professional, administrative and support staff congregate around the practice manager.

You have organisational and management tasks which do not fall to anyone else, and responsibility for the professional achievements and reputation of the practice. Your role is unique to any other in the organisation.

*We see the Diploma of Professional Practice Leadership as very important in developing professional Practice Managers who are able to have a strategic focus in helping to develop the future direction of their practice. Practice Managers with the knowledge and skills required to take a leadership role in the practice are in a position to enable the clinicians to focus on patient care.*

**Gillian Leach (CEO), Carolyn Ingram (President), AAPM 2014**

# Your Experience Your skills Your knowledge = Diploma of Professional Practice Leadership

## Are you...

an experienced practice management professional but don't have a Diploma of Professional Practice Leadership?

## Did you know...

that you may be able to earn the Diploma in less time than formally studying?

## It's called RPL

RPL stands for Recognition of Prior Learning, an evidence-based official process that enables you to complete a formal qualification based on assessing and recognising existing experience, skills and knowledge.

Using our thirty years' experience in providing customised solutions to the health sector, our tailored RPL process provides an alternative way for experienced practice management professionals to gain the Diploma qualification.

If you are interested in learning more about gaining the Diploma of Professional Practice Leadership by RPL, the information overleaf and the RPL Guide will tell you more about the process. If you would like to apply or find out more about our Diploma through RPL, we'd love to hear from you.



UNE Partnerships' Professional Practice Manager Program has trained professional practice managers for over two decades. The Diploma of Professional Practice Leadership, developed in consultation with Australian Association of Practice Management Ltd (AAPM), is designed for experienced practice managers who have a strategic focus across the management of their practice.

The current Diploma of Professional Practice Leadership is the result of continuous improvement and Australian Skills Quality Authority (ASQA) compliance and replaces the Diploma of Professional Practice Management, which is a requirement for recognition as a Certified Practice Manager with AAPM.

The twelve units of competency from the Diploma are summarised below and must all be completed to be awarded the qualification.\* These summaries should help you to determine if your existing skills and experiences align with the unit requirements.

A Diploma level qualification sits at Level 5 of the Australian Qualification Framework (AQF). Graduates at this level are expected to be able to apply their knowledge and skills to demonstrate autonomy, judgement and defined responsibility in known and changing contexts that sit within broad but established parameters.

When undertaking a Diploma of Professional Practice Leadership either by enrolled study or RPL, you will be granted up to 18 months candidature. However with an RPL approach the time to gain competency may be much shorter. Actual time will depend on how long it takes you to collect and collate the necessary evidence.

If you have all the evidence readily available and have no gaps in your skills and knowledge, you may be able to complete the process in as little as 8 weeks.

If you have RPL evidence for some units but need to study other units to get the full qualification, the RPL process can shorten the overall time to complete.

## Unit Summaries

### BSBCOM501B Identify and interpret compliance requirements

Identify and interpret the range of internal and external compliance requirements and obligations that must be fulfilled by an organisation.

### BSBHRM405A Support the recruitment, selection and induction of staff

Execute tasks associated with the recruitment cycle, underpinned by in-depth knowledge of the work of the organisation and how recruitment and selection practices fit with other human resource functions.

### BSBINM501A Manage an information or knowledge management system

Organise learning to use an information or knowledge management system and to manage the use of the system.

### BSBMGT502B Manage people performance

Manage the performance of staff who report to you directly. Development of key result areas and key performance indicators and standards, coupled with regular and timely coaching and feedback, provide the basis for performance management.

### BSBMGT516C Facilitate continuous improvement

Lead and manage continuous improvement systems and processes, with emphasis on the development of systems and analysis of information to monitor and adjust performance strategies and to manage opportunities for further improvements.

### BSBMGT605B Provide leadership across the organisation

Senior managers who have a role in inspiring and motivating others to achieve organisational goals and to model professionalism in their organisation and industry.

### BSBRSK401A Identify risk and apply risk management processes

Identify risks and apply established risk management processes to a subset of an organisation or project's operations, that are within your own work responsibilities and area of operation.

### BSBWOR402A Promote team effectiveness

Promote teamwork by developing team plans to meet expected outcomes, lead your work team and proactively work with the management of the organisation.

### FNSCUS502A Monitor client requirements

Collect and analyse client information and use it as the basis for determining the level of contact required and to monitor and maintain the quality of the service provided.

### FNSCUS503A Review business performance

Set up systems to investigate, collect, organise, analyse and review service data, in order to improve efficiency and quality of the business performance.

### FNSORG501A Develop and manage a budget

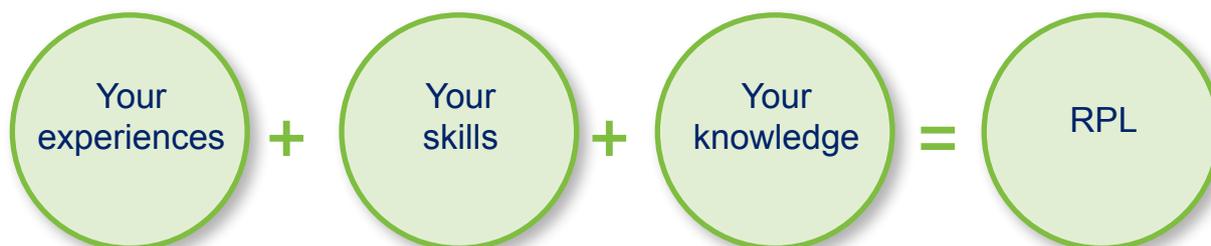
Collect and analyse information and apply sound accounting principles to the development and ongoing management of a budget for a small organisation or section of a large organisation.

### HLTCOM503D Manage a practice

Manage a clinical health practice according to the size and scale of the business.

\*This course has a fixed set of units which cannot be replaced by alternative units.

# Recognition of Prior Learning Pathway



## What is Recognition of Prior Learning (RPL)?

Recognition of Prior Learning (RPL) is an evidenced-based pathway to the achievement of a formal qualification which recognises skills and knowledge learned in a variety of contexts, including in the workplace, as well as through formal and non-formal learning.

The purpose of RPL is to allow for the completion of formal qualifications based on existing skills, experience and knowledge, rather than through the more traditional formal learning and assessment.

## Who can apply for RPL?

If you have considerable professional experience and think that you will be able to provide evidence that meets the requirements for one or more units of competency, then you are encouraged to contact UNE Partnerships' Course Advisors to discuss your options.

RPL is available for full qualifications, or for individual units within a qualification.

It is worth noting that although RPL will potentially shorten the period of enrolment for the Diploma of Professional Practice Leadership, the fees for the course remain the same.

## Glossary of Terms

### Statement of attainment

A statement given to a person confirming that the person has satisfied the requirements of units of competency or modules specified in the statement.

### Competency

The consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

### Qualification

Formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs.

### Unit of competency

A unit of competency specifies the standards of performance required in the workplace to complete a recognised task or process. Qualifications in the Vocational Education and Training sector are comprised of a number of units of competency. The unit of competency is the basic component of a qualification and is the smallest part for which you can gain full recognition of prior learning, or in which you can be found competent.

### AQF

The Australian Qualifications Framework – the national policy that incorporates quality-assured qualifications from all education sectors in Australia. The AQF defines the graduate outcomes for Senior Certificate of Education (in Schools) as well as for Certificate I graduates right through to Doctoral Degree graduates.

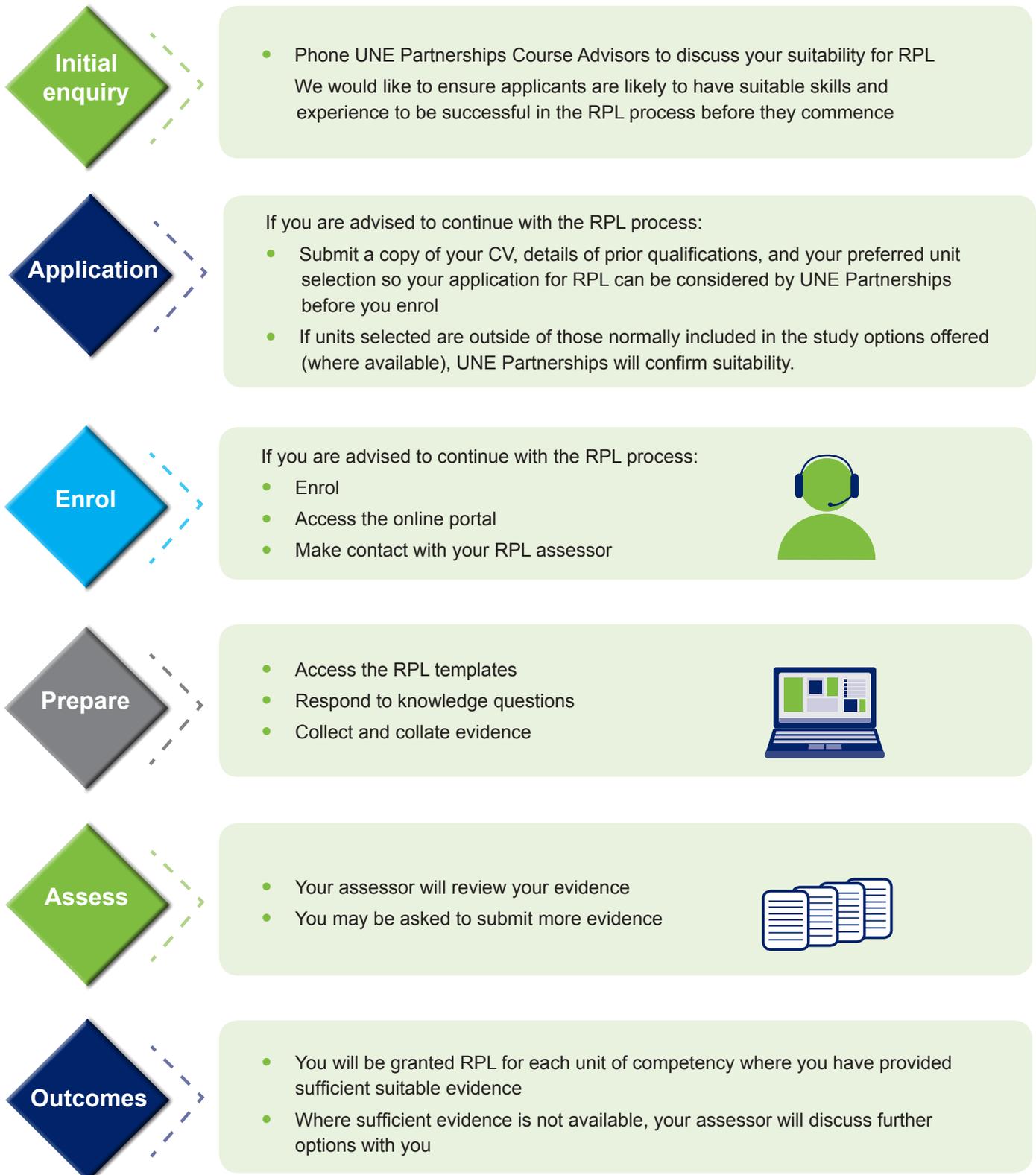
### Candidature

The maximum period of time allowable to study and gain a qualification.

# What should you do if you are interested in this RPL option?

Read through this guide which provides further details on the RPL process and information about collecting, collating and providing evidence to support your application.

## How does the RPL process work?



# Does acceptance into the program mean I will gain all of my qualification through RPL?

No, not necessarily. Although the initial screening process is aimed to ensure this is likely, it is only when an assessor reviews the evidence you have provided that a judgement can be made as to whether you have demonstrated competency in all the units in your qualification. If there is insufficient evidence, there are several possible options:

- You will have the opportunity to provide further evidence.
- You may need to participate in gap assessment to complete areas that you have gained partial recognition in.
- You may find that you do not have the skills and knowledge in one or more areas, and will need to enrol to study in those areas.

## How do I determine which units to select?

Most qualifications are made up of a combination of core and elective units, however some like the Diploma of Professional Practice Leadership have fixed unit selections and cannot be changed. There are a number of ways to find information on the units for the qualification:

- Contact UNE Partnerships course advisors who can direct you to the information.
- Read the information on the qualification on UNE Partnerships' website.

Once you are advised that you may continue with the RPL process after speaking with the Industry Program Manager or Academic Director, UNE Partnerships will provide RPL templates. The templates will address all of the units of competency in the Diploma of Professional Practice Leadership and are prepared with suggestions for evidence to guide you in the RPL process.

## Can I select a combination of traditional study and RPL?

Yes. You may feel that you have the experience, skills and knowledge to provide RPL evidence for some of the units of competency in the qualification, but not all. In this case, you may elect to study in those areas where you need to develop your skills and provide RPL evidence in those areas where you already have well-developed skills and knowledge.

## How long does the RPL process take?

You will be granted the same candidature as for enrolling to study in the course. However, as this is an RPL approach, the time to gain competency may be much shorter. Actual times will depend on the time it takes you to collect and collate evidence and whether there is a need to provide further evidence.

If you have all the evidence readily available, and have no gaps in your skills and knowledge, you may be able to complete the qualification process in as little as 8 weeks.

If you are presenting RPL evidence for several units, but studying for the other units in the qualification, you may find that the RPL process allows you to shorten your overall candidature period.



# Evidence

To ensure your RPL process flows smoothly, it is important that you take the time to collect and collate your evidence and present it to your assessor in a logical manner.

## How do I know what types of evidence to provide?

The RPL templates for each unit of competency include suggestions for the types of evidence that you might use to demonstrate your skills and knowledge. These suggestions are prepared in consultation with leading industry professionals and include common documents and processes performed, as well as examples of professional development activities that you might have participated in.

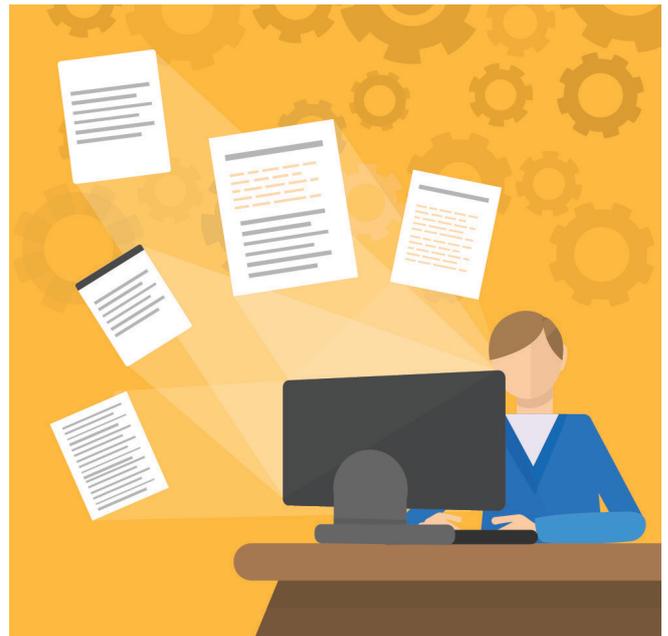
In all cases however, these are suggestions only and it will be your responsibility to collect a range of suitable evidence that supports your application and your circumstances.

## Types of evidence

To be awarded a Qualification or Statement of Attainment you are required to compile a portfolio of evidence that demonstrates your competency in the unit(s).

There are many types of evidence that you may use to support your RPL application. Examples of evidence that you might include in your submission include:

- Your resume
- Prior qualifications
- Third party reports or testimonials
- Workplace documents and projects
- Performance reviews and job descriptions
- Details of workshops and seminars
- Details of professional development opportunities
- Work-place journal and diary entries
- Emails and meeting minutes
- Presentations and training documents you have prepared or presented
- Discussion papers, briefing papers and reports
- Video, audio or other audio-visual evidence that demonstrates one or more of the skills required.
- Completed incident and accident forms
- Hazard and risk identification and analysis forms
- Workplace observations
- Details of strategies or policies you have developed or implemented
- Operational plans you have developed or implemented.



Regardless of the evidence supplied, it is likely your assessor will need to have one or more conversations with you. This will allow you to explain the context for the documents and examples you have provided. Your assessor may also ask for further evidence and suggest appropriate types of additional evidence to support your application.

Your assessor may also collect direct evidence of your skills and knowledge through a video conference session that allows for a sharing of computer screens. This may allow you to demonstrate skills (such as budgeting or planning skills) that are difficult to demonstrate through printed documents. If this occurs your assessor will take notes that confirm the skills or knowledge you have demonstrated and these notes will become part of the evidence contributing to your RPL.

## Foundation Skills

As part of the RPL process you will be required to demonstrate a range of foundation skills. These refer to core literacy and numeracy skills required for work, such as learning, reading, writing, oral communication and numeracy, as well as employability skills such as navigating the world of work, interacting with others and getting the job done. Foundation skills are considered essential to ensuring that Australia's workforce has the required skills to function in the work environment, and the level of foundation skills required varies with the qualification. In many cases, evidence of these skills will be provided through evidence you have submitted, however it is likely you will need to have a number of direct conversations with your assessor so they can confirm that you have the oral communication skills required by the qualification you are applying for.

## Knowledge questions

In addition to providing evidence of your skills, you will be asked to respond to knowledge questions that are specific to one or more units of competency. If you are submitting RPL evidence for more than one unit, these can be prepared in a single document for submission.

## Credit transfer

Credit Transfer is the process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications.

### Direct Credit Transfer

If you have completed formal studies and have a current Qualification or Statement of Attainment that lists one or more of the units of competency (or equivalent units) that are included in the qualification you are applying for RPL in, you may be eligible for Direct Credit Transfer (DCT), and a discount for each approved DCT unit. Please discuss this with a UNE Partnerships Course Advisor if you think this might apply to you.

For example, if you had completed the unit BSBRSK401A *Identify risk and apply risk management processes* through prior study (with UNE Partnerships or another RTO), provision of a certified copy of your Statement of Attainment could allow direct credit of this unit into another qualification that lists this unit.

### Credit Transfer from similar or related units

If you hold a Qualification or Statement of Attainment that includes units of competency that have been updated, partial or full credit may be granted for similar but not equivalent units of competency. You may need advice to identify if your older version of a unit is considered current and 'equivalent' to a newer version of the unit for purposes of DCT. A comparison of unit outcomes would be made to ensure all unit requirements have been met, however due to this no discount would be available in these cases.

For example: Your qualification includes the unit BSBMGT605 *Provide leadership across the organisation*:

#### Option 1

You completed the unit BSBMGT605B 3 years ago

- BSBMGT605B *Provide leadership across the organisation* is considered to be equivalent to the updated unit
- Your study was completed in the last 5 years so is considered current and you receive credit

#### Option 2

You completed the unit BSBMGT605A 8 years ago

- BSBMGT605A *Provide leadership across the organisation* was considered equivalent to BSBMGT605B *Provide leadership across the organisation*, which is in turn equivalent to the updated unit BSBMGT605 *Provide leadership across the organisation*
- However the study was completed more than 5 years ago and so is no longer current, and you cannot receive credit.

In some cases partial credit may be granted which could contribute towards your RPL evidence, with the RPL template identifying where credit has been granted, and where additional evidence is required.

For example students may have completed the unit BSBHRM402A *Recruit, select and induct staff*, which is similar but not equivalent to the unit BSBHRM405A *Support the recruitment, selection and induction of staff*, and partial credit transfer for BSBHRM405A could be granted.

### Non-accredited courses and Higher Education study

If you wish to use units or subjects that were part of a non-accredited course or a higher education qualification, it is your responsibility to obtain from the education provider the learning outcomes that were achieved from that subject, details of where the subject aligns to the AQF and a certified copy of your results. An Academic Transcript, for example, containing just a list of subjects is not sufficient to contribute evidence of specific skills or knowledge and you will need to follow up with the university or education provider for the detailed information required.

### International training

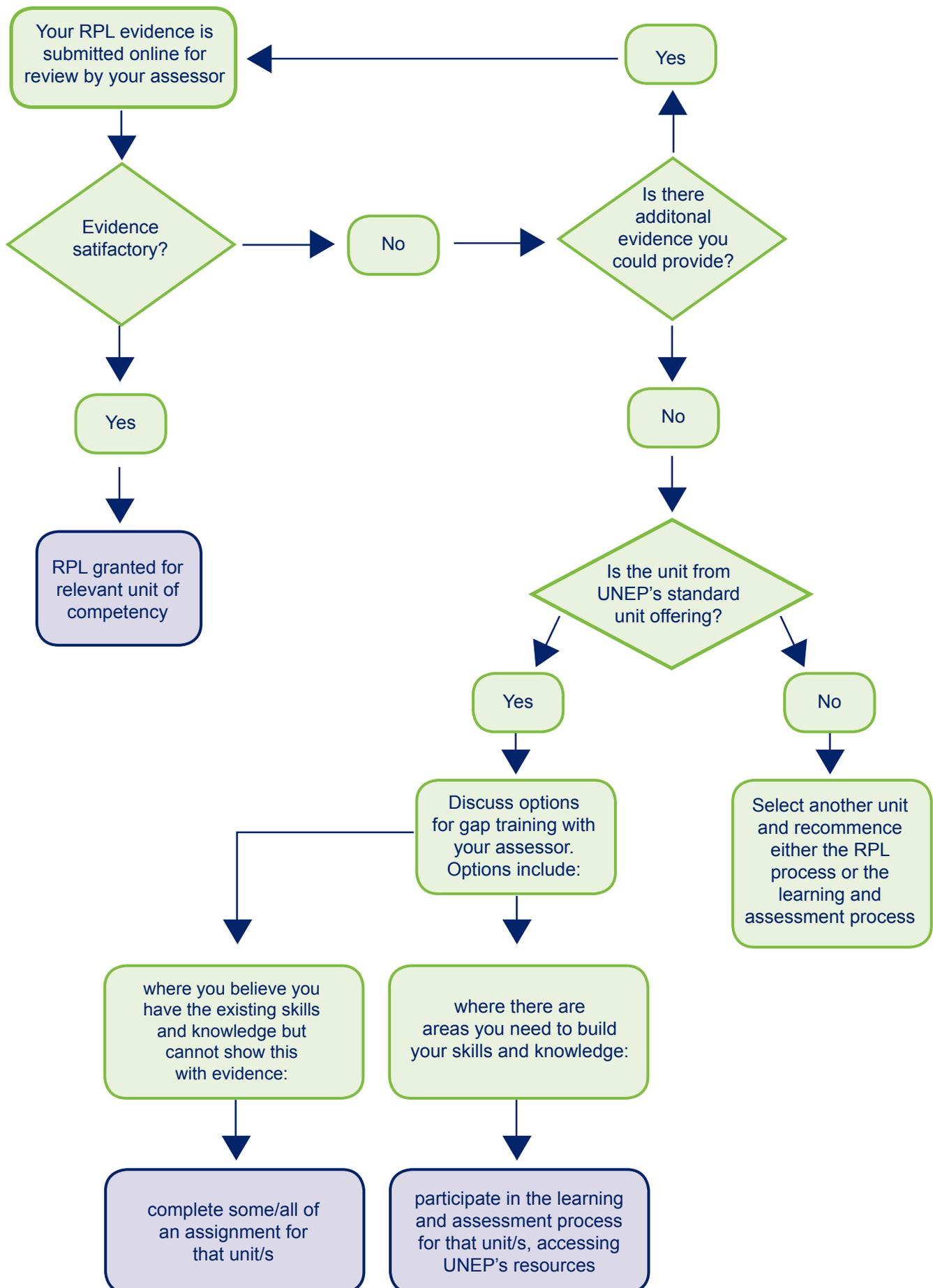
If you have qualifications gained internationally and wish to use these as evidence of your knowledge and skills, you would need to first contact the Overseas Qualifications Unit (OQU) in your relevant state to find out how your overseas qualification compares and is recognised in Australia.

If recognised, you will still be required to provide evidence of learning outcomes for specific subjects or units and demonstrate how these skills are relevant to the role. For further details please refer to the following website:

<https://internationaleducation.gov.au/services-and-resources/pages/qualifications-recognition.aspx>.

# Assessment

Once you have submitted your evidence, your assessor will need to review the evidence and may need to talk to you to confirm or clarify your submission.





## Rules of evidence

Your submission will be assessed against the relevant competency standards and must comply with the following Rules of Evidence:

- **Authenticity:** The evidence submitted must be for tasks you have completed and skills you have performed. You may be asked to verify this.
- **Currency:** It is a requirement that the evidence you submit is current. Given the frequency of changes in processes, procedures and legislation relevant to various professions, UNE Partnerships requires evidence to have been obtained or updated within the past 5 years. If you have evidence that is older than 5 years (for example, previous study) you may still use this to contribute towards your application, but will need to support this with evidence of current application of those skills and knowledge.
- **Validity:** Your evidence must cover the knowledge and skills as specified in the unit of competency.
- **Sufficiency:** You must collect enough evidence to satisfy the assessor that you have met all requirements for the relevant unit(s) of competency.
- **Reliability:** Your evidence must be reliable. For example, evidence of participation in a professional development activity that occurred overseas, and for which learning outcomes cannot be confirmed, is unlikely to be considered as a reliable piece of evidence.

## Confidentiality

Confidentiality is a major workplace responsibility, so be sure that the work documents you wish to use as evidence do not contain sensitive information. If in doubt, talk to your employer and your assessor. UNE Partnerships staff and consultants are required to keep confidential all information relating to individual and organisational clients to which they are privy.

## Testimonials or Third Party Reports

You may find that some evidence is difficult to provide, particularly where it involves reference to client records or other documentation or processes subject to confidentiality or privacy considerations. In some cases you may be able to ask your supervisor/manager for a testimonial (third party report) confirming your skills and experience in a particular area.

If you choose this option, it is suggested that you identify the specific skills you would like acknowledged in the testimonial and ensure that the testimonial is very clearly targeted around those skills, confirming not just that you perform those skills, but including details such as: how well you perform the skills, the frequency with which you perform them, your level of responsibility in regards to those processes and the successful outcomes as a result.

This will provide you with a much more valuable piece of evidence than a generic statement that you are experienced. You may also find it valuable to provide several testimonials, seeking different industry professionals to provide testament of your skills based on the way you perform work for, or with them.



## Collating your RPL evidence

Once you have collected the relevant evidence to support your application, you will need to collate the evidence, note the type of evidence you are submitting in your RPL templates and provide an item number for each piece of evidence.

Evidence provided	Item number

- In the 'Evidence provided' column you will need to provide a very brief outline of the type of evidence you are providing.
- In the 'Item number' column you will then indicate the number you have allocated for this item. This will need to be recorded in an evidence list that is provided to your assessor that listing the items in order, along with an outline of what they demonstrate.

You are also expected to name the uploaded document to match this numbering. For example, your individual documents might be named as following:

- Item01 resume.pdf
- Item02 positiondescription.pdf

## How much evidence is enough?

There is no single correct answer to this question. The evidence you provide must be sufficient to demonstrate the required skills and knowledge. However, as a general guide:

- Aim to show evidence that demonstrates the skill used in a number of contexts, or over a number of occasions.
- Provide the most recent evidence that you have to demonstrate currency.

## Grading

With competency-based qualifications there are several possible outcomes that can be awarded at the unit of competency level, depending on the evidence you provide:

### RPL

You have been able to provide sufficient evidence to demonstrate competence in a particular unit.

### DCT

You have been given direct credit for a unit based on previous formal learning.

### C

You have been found competent based on the submission of assignments provided by UNE Partnerships.

### NYC

You have not yet provided sufficient evidence that you are competent in a particular unit.

## Accessing the RPL templates

An example of the packaging rules and RPL templates is shown on the following pages. A full set will be provided to you upon commencement in the Diploma of Professional Practice Leadership by RPL. We recommend that you keep this RPL Guide to refer to as you work through gaining your qualification.



# Diploma of Professional Practice Leadership (10488NAT)

## Packaging Rules

Total number of units = 12

All 12 core units must be completed to obtain this qualification.

### Core units

#### Business Management

BSBMGT516C Facilitate continuous improvement

HLTCOM503D Manage a practice

#### Compliance

BSBCOM501B Identify and interpret compliance requirements

#### Customer service

FNSCUS502A Monitor client requirements

FNSCUS503A Review business performance

#### Financial management

FNSORG501A Develop and manage a budget

#### Information management

BSBINM501A Manage an information or knowledge management system

#### Leadership

BSBMGT605B Provide leadership across the organisation

#### Risk management

BSBRSK401A Identify risk and risk management processes

#### Human resource management

BSBHRM405A Support the recruitment, selection and induction of staff

BSBWOR402A Promote team effectiveness

BSBMGT502B Manage people performance



RPL Evidence Guide		
<b>Unit of Competency</b>	BSBHRM405A Support the recruitment, selection and induction of staff	
<b>Student Name</b>	Student Number	
<b>Unit Descriptor</b>	This unit describes the performance outcomes, skills and knowledge required to execute tasks associated with the recruitment cycle. Performance of the work described in this unit will be underpinned by in-depth knowledge of the work of the organisation, and how recruitment and selection practices fit with other human resources functions.	
<b>Application of this unit</b>	This unit applies to those with a supporting role in recruitment, selection and induction functions who work under the direction of a human resources manager. Individuals at this level would not necessarily have staff reporting to them, although this may be the case.	
<b>Element &amp; performance criteria</b>	<b>Suggested evidence types</b>	<b>Evidence provided</b>
<b>Element 1: Plan for recruitment</b>		
1.1 Obtain approval to fill position and clarify time lines and requirement for appointment	<ul style="list-style-type: none"> <li>Documentation for recruitment including approvals to fill position(s)</li> <li>Emails</li> <li>Position description</li> <li>Performance appraisals / performance reviews</li> <li>Testimonial</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
1.2 Assist in preparing job descriptions that accurately reflect the role requirements, according to organisational policies and procedures and legislation, codes, national standards and workplace health and safety (WHS) considerations	<ul style="list-style-type: none"> <li>Position description</li> <li>Performance appraisal / performance reviews</li> <li>Testimonials</li> <li>Relevant emails / meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

In complex, high-risk and heavily regulated sectors, there can be serious consequences when things go wrong.

We understand the health sector, and we can help.



UNE Partnerships (UNEP) works every day with organisations and the people within them facing complex compliance requirements and rapid change, to make sure they have the skills and knowledge to be capable and successful. With 30 years' experience providing nationally recognised training as a division of the University of New England, our personalised programs ensure enterprises and clients thrive in complex environments.

Partnering with our clients, we deliver customised vocational qualifications within the health, community services, infrastructure, education and defence sectors. Our trainers share their extensive industry experience to foster capability across primary health care, practice and project management, business administration, facilities management, and procurement and contracting.

Innovation is critical to the success of people and organisations. We deliver our training via eLearning and distance programs as well as face-to-face workshops and short courses. Our programs provide support and flexibility and are built around work-life balance to ensure students are supported at every stage of their training. We constantly evaluate the impact of our programs alongside the strategic, learning and development goals of each organisation.

UNE Partnerships' training benefits clients by being immediately applicable in the workplace and providing progression on to further qualifications. Organisations gain a motivated workforce, helping drive increased productivity and performance while maintaining quality. UNE Partnerships has the industry-leading solutions to help organisations succeed.





 **unepartnerships**  
creating professional success

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