



*Diploma  
Of  
Community Service  
(Case Management)*

*AICS  
NTIS: CHC52008QLD*

**Recognition of Prior Learning  
and  
Credit Transfer  
Application Kit**

Name: \_\_\_\_\_ Student No.: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_ State: \_\_\_\_\_ P/Code: \_\_\_\_\_

Phone: BH: ( \_\_\_\_\_ ) \_\_\_\_\_ Mobile: \_\_\_\_\_

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# Guidelines for Recognition of Prior Learning (RPL) & Credit Transfer Application

## Who can apply for RPL and/or Credit Transfer?

Both students and prospective students may make an application for Recognition of Prior Learning (RPL).

## What is Recognition of Prior Learning?

Each Unit of the course has a set of performance outcomes that must be achieved before an applicant can be deemed competent in that Unit. The process of RPL involves matching what is already known and can be demonstrated with the performance outcomes of the Unit. If an applicant can show that the outcomes have already been attained for one or more Units, then the applicant will be granted academic credit for the Unit/s. Applicants will not be required to complete any further study for units granted full credit.

## How is Recognition of Prior Learning Assessed?

Each of the Units of the Diploma of Community Service (Case Management) is listed within this booklet, including the individual Elements and Performance Criteria that make up each Unit. Please note that the Performance Criteria are listed under each of the Elements. The Elements and Performance Criteria describe acquired knowledge that students need to demonstrate upon the completion of each Unit.

In making an application for RPL you need to be able to supply evidence to the Institute that clearly demonstrates you have already acquired the specific knowledge and skills listed within ALL elements and performance criteria under the specific unit you seek RPL for. You may be awarded recognition of prior learning through relevant, documented work experiences, for example, through your employment, volunteer work, previous training, or from similar experiences.

***NOTE: In assessing an application for RPL the Institute will take into account the relevance and currency of the evidence supplied and will only recognise prior learning to the degree the evidence shows that ALL elements and performance criteria under the unit has been met previously.***

## What is Credit transfer?

Credit transfer is a direct transfer of credit from the previous completion of a nationally endorsed unit of competency completed with another Recognised Training Organisation (RTO). If you have previously completed any of the Units listed below, you will be eligible for direct credit transfer for the same Units within the Diploma of Community Service Management. If granted direct credit transfer you will not have to repeat those Units. The only form of evidence you will be required to supply will be a ***certified copy*** of your official results for these Units, such as a Statement of Academic Record, Academic Transcript or a Statement of Attainment.

*Credit Transfer applies to the following Units of Competency of the Diploma of Community Service (Case Management):*

Unit 1 CHCCS400A	Work within a legal and ethical framework	Unit 9 CHCAD504A	Provide advocacy and representation services
Unit 2 CHCCOM403A	Use targeted communication skills to build relationships	Unit 10 HLTHIR403B	Work effectively with culturally diverse clients and co-workers
Unit 3 HLTOHS300A	Contribute to OHS Processes	Unit 11 CHCCW503A	Work extensively with clients
Unit 4 CHCNET404A	Facilitate links with other services	Unit 12 CHCLD415A	Confirm client development status
Unit 5 CHCORG506C	Coordinate the work environment	Unit 13 CHCCS416A	Assess and provide support services for clients with complex needs
Unit 6 CHCCM503C	Develop, facilitate and monitor all aspects of case management	Unit 14 CHCICS406A	Support client self-management
Unit 7 CHCCM504C	Promote high quality case management	Unit 15 CHCLD515A	Analyse client information for service planning and delivery
Unit 8 CHCCS607D	Coordinate in-service assessment and response to address client needs	Unit 16 CHCORG428A	Reflect on and improve own professional practice

## How much will it cost?

If you accept the decision of credit awarded by the Institute, you are eligible to receive a \$30.00 reduction in your course fees for each unit of full credit that you receive up to a maximum of \$150.00.

This reduction will either be refunded to you if you have finished paying your course fees or will be subtracted from the balance of your outstanding course fees.

If you appeal against the decision of credit, the reduction in your course fees is forfeited to cover the time and cost of conducting the appeal. Additionally, if you decide to cancel from your course of enrolment, you will also forfeit any reduction in course fees that you have previously received through the RPL or Credit Transfer process.

## How do I make an Application for RPL and/or Credit Transfer?

### Step 1 of 5: Fill in the RPL/Credit Transfer Application Booklet

- Read through the elements and performance outcomes for each of the units of the course as listed in this booklet.
- Identify the areas for which you are seeking RPL/Credit Transfer and place a tick in the relevant box indicating whether you have achieved this through experience and/or training.
- You are not able to apply for RPL/Credit Transfer for parts of a unit. Only applications for complete units will be considered.
- DO NOT fill in sections of the booklet marked '*For Office use only*'.

### Step 2 of 5: Compile a very brief Introductory Cover Letter

Compile a **covering letter** that:

- Briefly outlines the basis of your application for RPL/Credit Transfer
- Lists each unit for which you are seeking RPL/Credit Transfer
- Under each unit listed it briefly describes how you have achieved the relevant competencies for each unit listed through either previous studies or relevant work experience (paid or voluntary).
- Remember you may use the same evidence for multiple claims, and more than one document to support an individual claim.

### Step 3 of 5: Compile a CV of Relevant Work &/or Educational Experience

- Compile a CV that outlines only **relevant** education and work experience (paid or voluntary) that you have acquired and that pertains directly to the units of study for which you seek RPL and/or Credit Transfer.

## Step 4 of 5: Compiling your Documented Evidence

- Compile your supporting documentation for claiming RPL/Credit Transfer. You are required to provide evidence to support each unit for which you are claiming RPL/Credit Transfer; you do not, however, need to provide the same evidence again if it is being used for more than one unit.
- What you **NEED** to compile for your supporting documentation is clarified on the following page. **PLEASE** read this information carefully to ensure your application is supported appropriately with the relevant information.

**If your application DOES NOT include all relevant information as stipulated over the page it will be returned to you unprocessed.**

**Note:** *While it is important that you supply adequate supporting documentation in your application you should not send large quantities of paperwork. Please do not send previously completed written assignments/theses/study notes etc. Video/audio/CD/ DVD material will not be accepted.*

### ***What you **NEED** to compile for your supporting documentation...***

ALL applications **MUST** be accompanied by the following:

1. A **covering letter** that briefly outlines the basis of your application for RPL/Credit Transfer
2. A **succinct CV** that outlines only **relevant** education and work experience (paid or voluntary) that you have acquired that pertains directly to the units of study for which you seek RPL and/or Credit Transfer.
3. A **completed** RPL/Credit Transfer Application Booklet.
4. Make sure you provide ALL your contact details on the cover of the RPL/Credit Transfer Application Booklet
5. Make sure you fill in ALL the relevant pages of the RPL/Credit Transfer Application Booklet confirming the Units for which you seek RPL/Credit transfer.
6. **Certified copies** \* of all **relevant** certificates/diplomas/degrees obtained
7. **Certified copies** \* of all **relevant** academic transcripts/statements of attainment
8. **Certified copies** \* of **relevant** detailed course outlines of all relevant studies finished
9. **Certified copies** \* of any **relevant** change of name details

**If you are applying for RPL on the basis of work or voluntary experience you **MUST** also provide the following:**

1. An **original signed letter** on official letterhead from your supervisor/employer with specific details of how you have achieved the relevant performance outcomes of the diploma in your paid or voluntary work
2. Business flyers/cards/brochures/testimonials as they relate specifically to relevant performance outcomes of the diploma
3. **Certified copies** \* of a signed Position Description
4. **Certified copies** \* of evidence of professional development courses attended

\***Certified copies** means that photocopies must be certified a true copy by a Justice of the Peace; certification by any other professional is not acceptable under Australian Quality Training Framework (AQTF) Regulations.

***If your application DOES NOT include all the relevant information and documentation stated above it will be returned to you unprocessed.***

## Step 5 of 5: Mailing your Application for RPL/Credit Transfer

1. **Mail by Post:** (1) Covering letter; (2) CV; (3) Completed Application booklet; (4) supporting documentation
2. **To:** Senior Education Adviser, Locked Bag 15, Fortitude Valley, QLD 4006

### **Important Note:**

*Faxed or emailed applications will not be accepted; all applications must be in hard copy form.*

## How should I set out my application?

To assist you in setting out your application for Recognition of Prior Learning and/or Credit Transfer we have provided an example below. This is an example of a student making an application for credit based upon study and work experience. Please note that this is only an example to assist you in setting out your application, there are numerous study, work and life experiences, which you may be able to use as examples to qualify you for credit.

### **RPL/ Credit Transfer Application**

**Name: Jane Citizen**

**Student No.: F14503**

DPC2C – Apply Specialist Interpersonal Communication Skills

Element 1 – Demonstrate effective counsellor communication skills in counselling practices

1.1, 1.2, 1.3, 1.4.

In 1993 I completed a subject “Educational Counselling – LEB330” as a part of my Bachelor of Education degree. Within this subject I studied the components and functions of the communication model in detail. Throughout the course we regularly implemented the use of various communication techniques in counselling role-plays with other students.

Attachment 1 – Academic Transcript

Attachment 2 – Subject Outline

**Element 2 – Demonstrate the sub-skills within a counselling practice**

2.1, 2.2

Once again, as a part of the “Educational Counselling – LEB330” subject I learnt about and practised;  
communication skills,( sending and reading verbal and non verbal communication)  
reflective and active listening  
clarification of information provided by the client, including paraphrasing  
questioning techniques including open & closed questioning, and their purpose in guiding the counselling session  
verbal and non-verbal communication

Attachment 1 – Academic Transcript

Attachment 2 – Subject Outline

**Element 3 – Demonstrate communication techniques within a counselling practice.**

3.1, 3.2

During the subject “Educational Counselling – LEB330”, these sub-skills were practised and their effectiveness in the counselling process evaluated. We also examined barriers to communication and experimented using these in counselling scenarios for the purposes of seeing how they affect the counselling process. Various questioning techniques were practised and evaluated in their effectiveness to draw information from clients and in guiding the counselling session.

During my work as a teacher and later as a business manager, I implemented these techniques daily in my work to effectively communicate with students and staff to gain and share information and ensure a harmonious environment and staff productivity.

Attachment 1 – Academic Transcript

Attachment 2 – Subject Outline

Attachment 3 – Staff Performance Evaluation

*Cont...*

### **CHCGROUP3C – Plan and conduct group activities**

I completed this subject as part of a Certificate III in Community Services at TAFE.

Attachment 6 – Academic Record

*Note: this is an application for credit based upon direct Credit Transfer.*

## **What happens after I've submitted my Application?**

An Institute RPL Co-ordinator will make an assessment of your application based upon the information that you supply. The Institute must ensure that your experience and qualifications are both recent and relevant. The RPL Co-ordinator may contact you for more information, or to clarify information contained within your application. You will be notified of the result of your application in writing.

Should you wish to make an appeal against the decision; an Institute Academic Committee will examine your appeal.

**Should you have any questions regarding making an application for credit, please telephone the RPL Co-ordinator at the Institute's Head Office on: 1800 657 667.**

# **Recognition of Prior Learning & Credit Transfer Assessment Sheets**



# RPL Assessment Sheet – Unit 1

## CHCCS400A: Work within a legal and ethical framework

Student Name: \_\_\_\_\_ Student No: \_\_\_\_\_

1. Demonstrate an understanding of legislation and common law relevant to work role	Experience	Training
1.1 Demonstrate in all work, an understanding of the legal responsibilities and obligations of the work role	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Demonstrate <i>key statutory and regulatory requirements</i> relevant to the work role	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Fulfil duty of care responsibilities in the course of practice	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Accept responsibility for own actions	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Maintain confidentiality	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Where possible, seek the agreement of the client prior to providing services	<input type="checkbox"/>	<input type="checkbox"/>
2. Follow identified policies and practices	Experience	Training
2.1 Perform work within <i>identified policies, protocols and procedures</i>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Contribute to the review and development of policies and protocols as appropriate	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Work within position specifications and role responsibilities	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Seek clarification when unsure of scope of practice as defined by position description or specific work role requirements	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Seek clarification of unclear instructions	<input type="checkbox"/>	<input type="checkbox"/>
3. Work ethically	Experience	Training
3.1 Protect the rights of the client when delivering services	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Use effective problem solving techniques when exposed to competing value systems	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Ensure services are available to all <i>clients</i> regardless of personal values, beliefs, attitudes and culture	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Recognise potential ethical issues and ethical dilemmas in the workplace and discuss with an <i>appropriate person</i>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Recognise unethical conduct and <i>report</i> to an appropriate person	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Work within boundaries applicable to work role	<input type="checkbox"/>	<input type="checkbox"/>
3.7 Demonstrate effective application of guidelines and legal requirements relating to disclosure and confidentiality	<input type="checkbox"/>	<input type="checkbox"/>
3.8 Demonstrate awareness of own personal values and attitudes and take into account to ensure on judgemental practice	<input type="checkbox"/>	<input type="checkbox"/>
3.9 Recognise, avoid and/or address any conflict of interest	<input type="checkbox"/>	<input type="checkbox"/>



## RPL Assessment Sheet – Unit 2

### CHCCOM403A:

### Use targeted communication skills to build relationships

Student Name: \_\_\_\_\_

Student No: \_\_\_\_\_

<b>1. Communicate effectively with clients and staff</b>	Experience	Training
1.1 Identify and use appropriate communication strategies to: - establish rapport - exchange information - facilitate resolution of issues - defuse potentially difficult situations	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Conduct <i>interviews</i> according to <i>established procedures</i>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Give feedback and advice in a way which reflects current identified good practice	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Demonstrate respect for individual, cultural and social differences, needs and rights in communicating with clients and colleagues	<input type="checkbox"/>	<input type="checkbox"/>
1.5 If communication break down occurs, respond appropriately and refer to other staff or specialist services if required to ensure duty of care responsibilities are met	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Respond to enquiries in a manner that promotes achievement of mutual outcomes	<input type="checkbox"/>	<input type="checkbox"/>
1.7 Respect and consider differences in views in a way that values and encourages the contributions of others	<input type="checkbox"/>	<input type="checkbox"/>
1.8 Ensure communication represents the organisation effectively where appropriate	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Contribute to the implementation of effective communication strategies</b>	Experience	Training
2.1 Implement strategies to check on the effectiveness of communication with clients and colleagues	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Facilitate access to interpretive and translation services as required	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Regularly review established channels of communication to ensure clients and co workers are informed of relevant information in a timely way	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Provide coaching in effective communication to colleagues and clients as required	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Maintain relevant work-related networks and relationships as required to ensure client needs and organisation objectives are met	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Use specific communication techniques to maintain constructive interaction</b>	Experience	Training
3.1 Put in place strategies to develop a trusting relationship that will enable negotiation of communication barriers	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Use communication skills and processes to identify and address barriers to communication and facilitate identification of individual issues	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Use effective skills in listening and providing feedback to ensure stories are heard and to support exploration and validation of issues raised	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Seek agreement on processes to be followed to address issues within scope of own abilities, skills and work role	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Make referral for conflict resolution and mediation as appropriate	<input type="checkbox"/>	<input type="checkbox"/>

<b>4. Facilitate discussions</b>		<b>Experience</b>	<b>Training</b>
4.1	Provide <i>opportunities</i> to fully explore all relevant issues	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Routinely use strategies that encourage all group members to participate equally, including seeking and acknowledging contributions from all members	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Routinely contribute to and follow objectives and agendas for meetings and discussions	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Provide relevant information to groups as appropriate to facilitate outcomes	<input type="checkbox"/>	<input type="checkbox"/>
4.5	Evaluate group communication strategies to promote ongoing participation of all parties	<input type="checkbox"/>	<input type="checkbox"/>
4.6	Implement strategies to ensure the specific communication needs of individuals within the group are identified and addressed	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Identify communication strategies to build relationships with clients who are involuntary or present communication challenges</b>		<b>Experience</b>	<b>Training</b>
5.1	Identify and address specific communication barriers such as: - closed or unreceptive attitudes - mistrust or misunderstanding of people, organisations, systems and/or processes - emotional states, such as fear, anger and frustration	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Identify areas of mistrust or conflict that may require resolution	<input type="checkbox"/>	<input type="checkbox"/>
5.3	Identify the need to include <i>additional parties</i>	<input type="checkbox"/>	<input type="checkbox"/>

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**RPL Granted for Unit 2 – CHCCOM403A**

- Yes
- No
- Further Info Req.

**Comments:**

**RPL Assessor:** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## RPL Assessment Sheet – Unit 3

### HLTOHS300A: Contribute to OHS processes

Student Name: \_\_\_\_\_ Student No: \_\_\_\_\_

<b>1. Plan and conduct work safely</b>	Experience	Training
1.1 Plan work in accordance with relevant provisions of OHS legislation, standards, codes of practice/compliance codes and guidance material	<input type="checkbox"/>	<input type="checkbox"/>
1.2 <i>Identify hazards</i> as part of work planning and work process	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Address identified <i>hazards</i> prior to starting work using judgement within defined scope of responsibilities	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
1.4 Report residual risk according to organisation procedures	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Report incidents and injuries in line with organisation policies and procedures	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
1.6 Undertake <i>OHS housekeeping</i> in work area	<input type="checkbox"/>	<input type="checkbox"/>
1.7 Maintain and update own knowledge of OHS issues as they apply to workplace systems, equipment and processes	<input type="checkbox"/>	<input type="checkbox"/>
1.8 Manage own levels of stress and fatigue to ensure ability to work safely	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Support others in working safely</b>	Experience	Training
2.1 Share information on safe work practices and work procedures with members of the work group	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Check the OHS practices of less experienced members of the workgroup	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Provide guidance and coaching to less experienced members of the workgroup to support them in working safely	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Support members of the workgroup to accurately record incidents and complete associated workplace documentation according to organisation procedures	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Contribute to OHS participative processes</b>	Experience	Training
3.1 Raise OHS issues in accordance with organisation procedures	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Contribute to workplace meetings, workplace inspections or other consultative activities in a constructive manner to improve safety	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Provide assistance to workgroup members to contribute to workplace safety	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Apply knowledge of roles and responsibilities of OHS representatives and OHS committees	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Contribute to hazard identification, OHS risk assessment and risk control activities</b>	Experience	Training
4.1 Report identified hazards and inadequacies in risk controls	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Check the workplace for hazards using itemised checklist(s) in accordance with work procedures	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Contribute to risk assessments	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Provide input to development and implementation of control measures, with reference to the hierarchy of control	<input type="checkbox"/>	<input type="checkbox"/>



## RPL Assessment Sheet – Unit 4

### CHCNET404A: Facilitate links with other services

Student Name: \_\_\_\_\_

Student No: \_\_\_\_\_

<b>1. Identify and maintain <i>links with relevant services</i></b>	Experience	Training
1.1 Gather and store <i>information on relevant services</i> as appropriate	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Identify, develop and maintain communication processes within and across services to establish and maintain inter- and intra-sector links	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Maintain active participation in relevant networks	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Maintain information on the organisation's range of services	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Provide relevant information to services</b>	Experience	Training
2.1 Respond to information requests from other organisations as appropriate	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Maintain knowledge of and access to internal means of support within own organisation	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Provide information and resources to support community groups as appropriate	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Ensure materials and resources provided are relevant and current	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Seek feedback on the materials and resources and use in developing future materials and resources	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Work with and <i>support</i> other organisations to enhance service delivery</b>	Experience	Training
3.1 Define the type and level of support to be provided and negotiate with the relevant organisation	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Maintain appropriate support and contact with people referred	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Provide information to services in line with organisation confidentiality, consent and privacy policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Develop and negotiate longer term plans to assist services to operate self-sufficiently	<input type="checkbox"/>	<input type="checkbox"/>

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**RPL Granted for Unit 4 – CHCNET404A**

- Yes
- No
- Further Info Req.

**Comments:**

**RPL Assessor:** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# RPL Assessment Sheet – Unit 5

## CHCORG506C: Coordinate the work environment

Student Name: \_\_\_\_\_

Student No: \_\_\_\_\_

<b>1. Contribute to and promote effective work practices</b>	<b>Experience</b>	<b>Training</b>
1.1 Routinely identify and implement effective ways of working to sustain ongoing health and morale	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Develop and implement work plans to ensure: <ul style="list-style-type: none"> <li>- client needs are addressed</li> <li>- desired outcomes are achieved</li> <li>- objectives are met</li> <li>- agreed timeframes are met</li> <li>- compliance with relevant guidelines and procedures</li> <li>- contingencies are managed</li> <li>- duty of care responsibilities are met</li> <li>- ethical and non discriminatory practices</li> <li>- the work of the organisation is promoted</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Develop and implement strategies in consultation with appropriate people to maximise work performance and outcomes, including addressing barriers and constraints	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Where relevant to work role, implement effective measures to ensure new and existing staff: <ul style="list-style-type: none"> <li>- are fully informed of what is expected of them</li> <li>- are provided with appropriate orientation, induction and development opportunities</li> <li>- contribute to ongoing review of workplace practices</li> <li>- have written workplans which are regularly reviewed</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Make every effort to implement processes and practices that promote cooperative work practices and maintain positive relationships with staff and management	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Take responsibility for own behaviour and identify and implement ways to develop effective working relationships	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Promote effective workplace relations</b>	<b>Experience</b>	<b>Training</b>
2.1 Model and promote effective communication in the workplace, including open discussion and active listening	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Identify potential and actual conflict situations, and develop and implement appropriate strategies to deal with these, to minimise effects on the workplace and address rights and responsibilities of all parties	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Throughout conflict resolution processes, ensure access to appropriate support, mediation, facilitation and debriefing for parties within organisation constraints	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Make every effort to resolve issues which may disrupt work unit activities	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Facilitate work group activities</b>	<b>Experience</b>	<b>Training</b>
3.1 When conducting meetings, clarify purpose, agree procedures, negotiate roles and responsibilities, adhere to agreed timeframes and maintain equality of participation and input by group members	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Seek feedback on operation of group processes, encourage suggestions for change and implement appropriate action	<input type="checkbox"/>	<input type="checkbox"/>

3.3 Provide feedback in a supportive manner appropriate to individuals and the group	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Develop and implement staffing processes as required</b>	<b>Experience</b>	<b>Training</b>
4.1 Maintain confidentiality in relation to staff processes according to organisation policy and to protect individuals	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Plan appropriately to identify areas of need and develop proposals to address them, including arranging resourcing and staffing	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Participate in recruitment processes as required	<input type="checkbox"/>	<input type="checkbox"/>
4.4 If staff performance is unsatisfactory, provide counselling and support to improve performance	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Address staff performance issues as required in accordance with organisation's procedures	<input type="checkbox"/>	<input type="checkbox"/>
4.6 Encourage and facilitate staff access to appropriate training to enable the achievement of outcomes in the workplace and organisation	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Advocate for workplace health and safety and fair employment practices</b>	<b>Experience</b>	<b>Training</b>
5.1 Make staff and management aware of Commonwealth and State legislation and organisation guidelines relating to occupational health and safety (OHS), equal employment opportunities and anti-discrimination in the workplace and promote and model compliant practices	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Negotiate, develop and implement work practices within the above legislative and organisation guidelines	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Document and communicate individual workers rights and obligations in a manner and language that can be clearly understood by relevant parties	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Where there are breaches of relevant workplace legislation, take timely and appropriate action according to level of responsibility in the organisation	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

***RPL Granted for Unit 5- CHCORG506C***

- Yes
- No
- Further Info Req.

**Comments:**

**RPL Assessor:** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# RPL Assessment Sheet – Unit 6

## CHCCM503C

### Develop, facilitate and monitor all aspects of case management

Student Name: \_\_\_\_\_

Student No: \_\_\_\_\_

1. Conduct case management meetings	Experience	Training
1.1 Facilitate information sharing with the client by establishing an appropriate rapport with the client and implementing appropriate procedures including: <ul style="list-style-type: none"> <li>- establish purpose, objectives and agenda of the meeting</li> <li>- facilitate discussion</li> <li>- resolve conflict where relevant</li> <li>- identify, negotiate and record outcomes</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Identify and agree boundaries and processes within service delivery, including: <ul style="list-style-type: none"> <li>- rights, roles, responsibilities, decision-making processes, accountability and outcomes</li> <li>- ways of addressing experience, skills, values and development of participant</li> <li>- impact of statutory mandates on interventions, the client and significant others</li> <li>- the impact of value systems of worker, client and key stakeholders on outcomes</li> <li>- information sharing and planning</li> <li>- appropriate conflict resolution techniques to be employed</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Define and explore individual family and community needs and rights, and organisation responsibilities to assure the rights are protected for all concerned	<input type="checkbox"/>	<input type="checkbox"/>
2. Develop an appropriate approach to case management	Experience	Training
2.1 Develop and utilise case management processes appropriate to implementing Statutory requirements	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Implement appropriate processes to facilitate client setting of goals and participation in case management processes	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Integrate appropriate cultural considerations into all aspects of case management planning	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Provide information on rights of appeal and avenues of complaint so client understands their rights	<input type="checkbox"/>	<input type="checkbox"/>
3. Develop an appropriate case management plan	Experience	Training
3.1 Develop a case management plan to reflect initial assessment of needs	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Identify the full range of appropriate immediate, short and long term needs of the client and other relevant parties	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Develop action plans to reflect: <ul style="list-style-type: none"> <li>- integration of expertise of relevant stakeholders and other service deliverers</li> <li>- negotiated and agreed goals and operational processes</li> <li>- a range of strategies to address each goal and to maximise participation in plan</li> <li>- appropriate resource allocation</li> <li>- agreed responsibility for delivery</li> <li>- realistic and agreed indicators of success</li> <li>- rights and responsibilities of client</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Establish processes for monitoring and changing case plan	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Identify strategies to deal with <i>complex or high risk situations</i>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Match requirements of case plan to experience, workload and geographical	<input type="checkbox"/>	<input type="checkbox"/>

location of worker		
3.7 Focus plan on assisting clients to set and achieve realistic targets for change or action and to take personal responsibility	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Manage case work activities and processes</b>	<b>Experience</b>	<b>Training</b>
4.1 Implement strategies to continually monitor the effectiveness of case management processes against agreed goals, relevant services and programs, client and stakeholder satisfaction	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Assess the need for changes in case plan, including the need for ongoing intervention, and develop strategies for alternatives as appropriate	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Successfully negotiate with relevant parties, any proposed changes arising from case review	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Utilise processes for case closure as appropriate, to comply with organisation procedures	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

**RPL Granted for Unit 6 – CHCCM503C**

- Yes
- No
- Further Info Req.

**Comments:**

**RPL Assessor:** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# RPL Assessment Sheet – Unit 7

## CHCCM504C: Promote high quality case management

Student Name: \_\_\_\_\_

Student No: \_\_\_\_\_

1. Provide a lead in case management practice	Experience	Training
1.1 Implement appropriate strategies to ensure currency with accepted best practice and relevant legislation	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Where appropriate, provide practice advice and direction consistent with organisation service and professional standards	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Challenge and support worker to ensure casework plans and actions are based on organisation procedures, practices and legislative requirements	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Implement strategies to ensure worker has ready access to casework consultation with other workers to maximise their effectiveness	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Access and apply specialist practice knowledge in the workplace and provide coaching and mentoring to staff to optimise competent practice	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Advise worker on the full range of legislative provisions relevant to case management, and worker and organisation responsibilities	<input type="checkbox"/>	<input type="checkbox"/>
2. Provide practice advice on complex cases	Experience	Training
2.1 Thoroughly analyse and assess case management plans and feedback on their implementation and provide expert advice on options for actions and further development	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Provide workers with information on organisation processes for collecting information from key stakeholders to ensure more effective operation	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Routinely provided workers with information about relevant legislation and any changes in organisation practices and procedures to promote consistency and quality in practice	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Routinely monitor progress on case plan and make changes as required to enable improved service delivery	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Implement strategies to ensure appropriate stakeholders are consulted about Specialist information and options for future action	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

**RPL Granted for Unit 7 – CHCCM504C**

- Yes
- No
- Further Info Req.

**Comments:**

**RPL Assessor:** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## RPL Assessment Sheet – Unit 8

### CHCCS607D

## Coordinate in-service assessment and responses to address client needs

Student Name: \_\_\_\_\_ Student No: \_\_\_\_\_

1. Identify program requirements for individual <i>clients</i>	Experience	Training
1.1 Put in place procedures to promote consistency and adherence to organisation standards when dealing with clients	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Implement programs to promote staff use of appropriate <i>language and interpersonal skills</i> with a diverse client group	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Provide appropriate support to staff to implement the organisation's accepted client service practices	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Develop and implement strategies and mechanisms to ensure that all relevant client information is collected, maintained, stored and accessible to relevant personnel	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Put in place procedures to ensure staff have access to additional specialist information and assistance when assessing client needs	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Put in place procedures to ensure staff have ready access to up to date and relevant information about the range of services available to clients	<input type="checkbox"/>	<input type="checkbox"/>
2. Coordinate program delivery to ensure client needs are addressed	Experience	Training
2.1 Put in place mechanisms to ensure <i>client services</i> delivered from within and outside the organisation can be identified by staff	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Develop organisation procedures to ensure clients will be provided with timely, accurate and relevant information about the services available to them	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Establish and maintain relevant <i>networks</i> , to ensure appropriate referral of clients to services from within and outside the organisation	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Put in place procedures to ensure that decisions about targeting client services is based on up to date information about clients and services available	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Put in place procedures to ensure that referrals to specialist services are based on matching of the assessment of client needs and availability of services	<input type="checkbox"/>	<input type="checkbox"/>
3. Coordinate the evaluation of client service delivery	Experience	Training
3.1 Develop and implement routine procedures to check that allocated service delivery continues to match client requirements	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Develop and implement procedures to monitor and address changes in circumstances, environmental factors or urgency of client needs	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Put in place procedures to collect and evaluate <i>feedback</i> on the adequacy of client service delivery in meeting needs	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

**RPL Granted for Unit 8 – CHCCS607D**

- Yes
- No
- Further Info Req.

**Comments:**

**RPL Assessor:** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# RPL Assessment Sheet – Unit 9

## CHCAD504A: Provide advocacy and representation services

Student Name: \_\_\_\_\_

Student No: \_\_\_\_\_

<b>1. Establish the <i>representative role</i> and process</b>	<b>Experience</b>	<b>Training</b>
1.1 Identify role, processes and <i>conditions of representation</i> in consultation with individuals and key groups	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Seek the <i>support of key people</i>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Determine and implement requirements for reporting and accountability	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Participate in decision making forums</b>	<b>Experience</b>	<b>Training</b>
2.1 Identify relevant interests and concerns to be pursued in accordance with organisation positions and priorities	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Undertake work to provide a framework for pursuing promotion of relevant interests	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Create and respond routinely within work role to <i>opportunities</i> to reflect, promote and represent relevant interests	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Calculate and assess the potential impact of <i>developments</i> and decisions in terms of objectives and priorities	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Provide progress and other reports and feedback to <i>key people</i> according to organisation requirements	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Negotiate outcomes and liaise with <i>key people</i></b>	<b>Experience</b>	<b>Training</b>
3.1 Identify and develop appropriate strategic alliances	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Promote and support collaborative planning and action	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Identify potential areas of conflict and implement strategies to address them	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Clearly determine and promote purpose and objectives	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Undertake appropriate work with organising committees and board of management to maximise effectiveness	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Evaluate effectiveness of strategies</b>	<b>Experience</b>	<b>Training</b>
4.1 Analyse actual work outcomes and report against agreed objectives	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Implement adjustments to strategy according to the evaluation	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

**RPL Granted for Unit 9 – CHCAD504A**

- Yes
- No
- Further Info Req.

**Comments:**

**RPL Assessor:** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## RPL Assessment Sheet – Unit 10

### HLTHIR403B:

### Work effectively with culturally diverse clients and co-workers

Student Name: \_\_\_\_\_ Student No: \_\_\_\_\_

<b>1. Reflect cultural awareness in work practice</b>	Experience	Training
1.1 Demonstrate awareness of culture as a factor in all human behaviour by using culturally appropriate work practices	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Use work practices that create a culturally and psychologically safe environment for all persons	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Review and modify work practices in consultation with persons from diverse cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Accept cultural diversity as a basis for effective work place and professional relationships</b>	Experience	Training
2.1 Show respect for cultural diversity in all communication and interactions with co-workers, colleagues and clients	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Use specific <i>strategies to eliminate bias and discrimination</i> in the workplace	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Contribute to the development of work place and professional relationships based on acceptance of cultural diversity	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Communicate effectively with culturally diverse persons</b>	Experience	Training
3.1 Show respect for cultural diversity in all <i>communication</i> with clients, families, staff and others	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Use communication constructively to develop and maintain effective relationships, mutual trust and confidence	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Where language barriers exist, make efforts to communicate in the most effective way possible	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Seek assistance from interpreters or other persons as required	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Resolve cross-cultural misunderstandings</b>	Experience	Training
4.1 Identify issues that may cause conflict	<input type="checkbox"/>	<input type="checkbox"/>
4.2 If difficulties or misunderstandings occur, consider the impact of cultural differences	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Make an effort to sensitively resolve differences, taking account of cultural considerations	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Address any difficulties with appropriate people and seek assistance when required	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

**RPL Granted for Unit 10 – HLTHIR403B**

- Yes
- No
- Further Info Req.

**Comments:**

**RPL Assessor:** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# RPL Assessment Sheet – Unit 11

## CHCCW503A: Work extensively with clients

Student Name: \_\_\_\_\_

Student No: \_\_\_\_\_

<b>1. Provide high quality case work</b>	Experience	Training
1.1 Make available to the client appropriate strategies and activities to facilitate achievement of agreed goals and to maximise outcomes within statutory, legislative and organisation requirements	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Identify and effectively communicate the rights and responsibilities of clients to them	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Employ appropriate processes to optimise outcomes when working with groups	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Implement appropriate strategies to continually monitor the effectiveness of approaches in achieving agreed goals, enabling client access to relevant services and programs and meeting client and stakeholder needs	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Negotiate any proposed changes with clients and other relevant parties	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Respond appropriately to potential and actual difficulties and crises including: <ul style="list-style-type: none"> <li>- identifying a range of relevant strategies</li> <li>- engaging behaviour consistent with organisation standards</li> <li>- accessing relevant emergency services as required</li> <li>- providing appropriate debriefing to relevant parties</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
1.7 Implement appropriate mechanisms to assess the need to change case plans and strategies	<input type="checkbox"/>	<input type="checkbox"/>
1.8 Where decisions are made to implement case closure, employ procedures consistent with organisation procedures	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Enlist specialist services</b>	Experience	Training
2.1 Assess the need for specialist services, considering: <ul style="list-style-type: none"> <li>- severity of client needs</li> <li>- agreed goals and planned outcomes</li> <li>- resources</li> <li>- the degree of community and family support</li> <li>- the workers skills and work capacity</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Where referrals are made to specialist services, implement processes to ensure progress will be monitored	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Establish transition processes</b>	Experience	Training
3.1 Negotiate with relevant people, the need for ongoing resources, services and support	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Make arrangements with relevant parties for participation in programs and other support activities	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Negotiate appropriate levels of ongoing contact with client and significant others to ensure needs continue to be met once intensive work is completed	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

***RPL Granted for Unit 11 – CHCCW503A***

- Yes
- No
- Further Info Req.

**Comments:**

**RPL Assessor:** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# RPL Assessment Sheet – Unit 12

## CHCLD415A

### Confirm client developmental status

Student Name: \_\_\_\_\_

Student No: \_\_\_\_\_

1. Apply knowledge of human development	Experience	Training
1.1 Observe and/or question the client appropriately to obtain information about client's developmental status	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Review any available documented information about the client's developmental status	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Apply knowledge of <i>lifespan development theories</i> to clarify client's development status	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Take into account the range of factors that may have impacted on appearance and behaviour of the client in relation to community services to be delivered	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Obtain information through <i>observation and/or questioning</i> to identify any actual or potential <i>problems</i> in relation to community services to be delivered	<input type="checkbox"/>	<input type="checkbox"/>
2. Check client's developmental status	Experience	Training
2.1 Use detailed knowledge of human development across the lifespan to check developmental status prior to delivering service	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Clarify suitability of community services being delivered in relation to client's developmental status	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Consult appropriate person to clarify implications and significance of client's developmental status in the case of uncertainty or limits on own capability or authority	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Where appropriate consult with the clients carer, family or significant other to gather relevant information	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify developmental issues	Experience	Training
3.1 Identify a range of signs of developmental issues using standard methods and protocols	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Identify potential factors responsible for significant developmental issues	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Identify potential risk factors associated with developmental issues	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Recognise and refer potentially serious issues in line with organisation requirements	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Document developmental issues in line with organisation policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>
4. Check for and respond appropriately to specific issues	Experience	Training
4.1 Check for any indications of <i>issues requiring notification of authorities</i> and report	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Check for any indications of <i>other issues</i> that may impact the provision of services and/or require referral	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Report and document as required by the organisation policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

***RPL Granted for Unit 12 – CHCLD415A***

- Yes
- No
- Further Info Req.

**Comments:**

**RPL Assessor:** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## RPL Assessment Sheet – Unit 13

### CHCCS416A:

## Assess and provide services for clients with complex care needs

Student Name: \_\_\_\_\_

Student No: \_\_\_\_\_

1. Assess and analyse client needs	Experience	Training
1.1 Employ appropriate <i>language and interpersonal skills</i> to ensure diverse needs of <i>clients</i> are identified	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Employ appropriate <i>mechanisms</i> to ensure that all relevant client information is collected	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Seek additional information from specialists as required to assist in assessment of clients	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Ensure all dealings with clients are consistent with organisation standards and practices	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Record information collected and store in accordance with organisation procedures	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Assess information about client needs in accordance with accepted organisation procedures to inform decisions about the relevant services which can be provided to best address client needs	<input type="checkbox"/>	<input type="checkbox"/>
1.7 Assess client information for complexity, urgency and eligibility so priorities for service delivery can be identified	<input type="checkbox"/>	<input type="checkbox"/>
1.8 Provide clients with all relevant information about the range of services required and available to them	<input type="checkbox"/>	<input type="checkbox"/>
1.9 Ensure decisions about client needs are based on a full range of relevant information	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify and provide for the delivery of services to meet client needs	Experience	Training
2.1 Identify services that match client needs, from within and outside the organisation	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Establish and maintain relevant <i>networks</i> , to ensure referral of clients to appropriate services	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Assist clients appropriately to access targeted services from within and outside the organisation	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Provide clients with information about the services available to them in accordance with organisation procedures	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Work within own scope of responsibility, to ensure clients have access to services that meet their needs	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Ensure decisions about targeting of <i>client services</i> are based on up to date information about the client and available services	<input type="checkbox"/>	<input type="checkbox"/>
2.7 Consider service delivery and referral options from strengths-based perspective	<input type="checkbox"/>	<input type="checkbox"/>
2.8 Identify own limitations in assessing and addressing client needs, and where appropriate, seek assistance from colleagues, senior staff and experts in the area	<input type="checkbox"/>	<input type="checkbox"/>
2.9 Make appropriate referrals to specialist services based on the assessment of client needs	<input type="checkbox"/>	<input type="checkbox"/>
3. Evaluate client service delivery	Experience	Training
3.1 Review the allocation of services delivered to meet client requirements routinely, or as required, to ensure a continuing match	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Review changes in circumstances, environmental factors or urgency of client needs in accordance with organisation practices and procedures to ensure client needs continue to be met	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Collect client feedback on adequacy of service delivery as required by the organisation, to inform revision of service delivery arrangements	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Routinely seek feedback on individual performance in client service delivery from colleagues and clients	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

**RPL Granted for Unit 13 – CHCCS416A**

- Yes
- No
- Further Info Req.

**Comments:**

**RPL Assessor:** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# RPL Assessment Sheet – Unit 14

## CHCICS406A: Support client self-management

Student Name: \_\_\_\_\_

Student No: \_\_\_\_\_

1. Provide support in a client focused manner	Experience	Training
1.1 Support the client to develop processes and strategies that address the uniqueness of their psychological, biological, <i>social and emotional context</i> 1.2 Support the client to develop processes and strategies that address their capacity to access activities and services, within the context of client performance and possible capacity 1.3 Support the client to identify and acknowledge their interests, preferences and concerns 1.4 Support the client to access all information and options required to make informed choices and decisions 1.5 Support the client to determine positive and negative consequences, including <i>risks</i> and constraints, associated with different options and choices 1.6 Provide support in a manner that is in keeping with the client's individual needs and requirements 1.7 Provide support in a manner that is responsive to the individual circumstances and aspirations of the client and where necessary their carers and supporters 1.8 Where needed, work with supervisor to develop strategies to deal with client non-conformance	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Provide strengths-based support	Experience	Training
2.1 Support the client to identify and acknowledge their own strengths and self care capacity 2.2 Support the client to identify opportunities to mobilise their strengths 2.3 Support the client to develop and trial solutions for presenting concerns and needs 2.4 Support the client to monitor the application of solutions to presenting concerns and needs 2.5 Provide support or assistance in the context of identified risks and constraints 2.6 Provide support or assistance for clients to access and use support services and associated resources where required and within organisation policies, protocols and procedures 2.7 Identify difficulties in meeting the client's needs with the client and a supervisor and address in line with organisation protocols 2.8 Maintain confidentiality, privacy and dignity of the client in line with organisation policy and protocols	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. Support the client to develop and/or maintain networks	Experience	Training
3.1 Provide relevant support or assistance for the client to identify meaningful networks 3.2 Provide relevant support or assistance for the client to develop strategies to develop and/or maintain meaningful networks	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

<b>4. Support positive coping skills and behaviours within a person-centred framework</b>	<b>Experience</b>	<b>Training</b>
4.1 Assist the client to identify their existing coping skills and behaviours that maximise participation in own life situation	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Support the client to identify need for appropriate coping skills and behaviours to maximise their ability to do required activities within their own life situation	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Support the client to identify coping skills likely to cause harm to the client or others	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Support client to identify impact of coping skills and behaviours on themselves and others	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Provide information and support client to identify positive coping skills and behaviours	<input type="checkbox"/>	<input type="checkbox"/>
4.6 Support the client as required to make referrals to services to assist with the establishment and/or maintenance of positive coping skills and behaviours	<input type="checkbox"/>	<input type="checkbox"/>
4.7 Support the client to implement and/or maintain positive coping skills and behaviours	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Support service and resource access</b>	<b>Experience</b>	<b>Training</b>
5.1 Work with client to identify needs that might benefit from referral to services and/or access to resources	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Provide the client with information about how required services and/or resources can be accessed	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Support the client to access required services and/or resources	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Support the client to monitor service effectiveness and/or resource appropriateness	<input type="checkbox"/>	<input type="checkbox"/>
5.5 Support the client to access advocacy services where required to maintain integrity and efficacy of required services	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

**RPL Granted for Unit 14 – CHCICS406A**

- Yes
- No
- Further Info Req.

**Comments:**

**RPL Assessor:** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# RPL Assessment Sheet – Unit 15

## CHCLD515A:

### Analyse client information for service planning and delivery

**Student Name:** \_\_\_\_\_

**Student No:** \_\_\_\_\_

<b>1. Analyse available client information</b>	<b>Experience</b>	<b>Training</b>
1.1 Analyse client information in relation to planning services and in line with organisation requirements	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Recognise normal readings on the findings of available tests, observations and assessments that assist in determining client status within scope of work role	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Use comprehensive knowledge to identify significant variations from the norm through observation and analysis of associated available information	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Use detailed knowledge to analyse information that may indicate specific social, psychological and/or developmental issues for the client	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Identify the likely impact of specific interventions	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Plan action/s to address client developmental status and identified issues</b>	<b>Experience</b>	<b>Training</b>
2.1 Apply detailed knowledge of human development across the lifespan to take a problem solving approach to plan services to reflect identified developmental status and address needs	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Consider and note implications of any contraindications in relation to analysis of client information in relation to planned service delivery	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Document action plan within scope of work role and in line with organisation policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Implement services</b>	<b>Experience</b>	<b>Training</b>
3.1 Make informed decisions to implement the action plan based on in-depth knowledge and detailed analysis of available client information in relation to specific services to be provided	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Provide services in accordance with the action plan, organisation policies and procedures and occupational health and safety requirements	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Maintain current, complete, accurate and relevant records for each client contact as required by the organisation	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Monitor impact of services in line with scope of own work role and organisation policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>

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***RPL Granted for Unit 15 – CHCLD515A***

- Yes
- No
- Further Info Req.

**Comments:**

**RPL Assessor:** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## RPL Assessment Sheet – Unit 16

### CHCORG428A: Reflect on and improve own professional practice

Student Name: \_\_\_\_\_

Student No: \_\_\_\_\_

1. Reflect on own practice	Experience	Training
1.1 Undertake <i>self-evaluation</i> in conjunction with supervisors and/or peers	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Demonstrate understanding of own limitations in self awareness, self-management, social awareness, relationship management	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Provide and receive open and evaluative feedback to and from co-workers	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Actively seek feedback and accept it non-defensively	<input type="checkbox"/>	<input type="checkbox"/>
2. Ensure continuing self support and supervision	Experience	Training
2.1 Identify a range of support networks both within and outside the organisation	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Seek <i>specialist advice/further training</i> where need is identified	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Observe agency guidelines in relation to professional development	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Undertake an appraisal of current industry developments and apply these to improve practice	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Regularly participate in a review mechanism as a commitment to upgrading skills and knowledge	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Evaluate current and likely future needs and take action to keep abreast of evolving trends	<input type="checkbox"/>	<input type="checkbox"/>
3. Operate within an agreed code of ethics or practice	Experience	Training
3.1 Assess own practice against identified agency objectives or code of ethics, using a range of valid evidence	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Recognise the effect of values, beliefs and behaviour in work with clients	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Establish realistic goals and targets for self development	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Adhere to legal parameters relevant to practitioner's profession where this is a requirement of employment	<input type="checkbox"/>	<input type="checkbox"/>

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**RPL Granted for Unit 16 – CHORG428A**

- Yes
- No
- Further Info Req.

**Comments:**

**RPL Assessor:** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_