



***Certificate III***  
***in***  
***Children's Services***  
***(Early Childhood Education***  
***and Care) (CSE3A)***

*AICS*  
*NTIS: CHC30708*

**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 Welfare Work 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 Welfare Work. 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 Welfare Work;*

Unit 1	CHCCS400A	Work within a legal and ethical framework	Unit 8	CHCFC301A	Support the development of children
Unit 2	CHCCN302A	Care for children	Unit 9	CHCPR301A	Deliver understanding of children's play and learning
Unit 3	CHCCN305A	Care for babies	Unit 10	CHCCHILD301A	Support behaviour of children and young people
Unit 4	CHCCN301A	Ensure children's health and safety	Unit 11	CHCCN303A	Contribute to provision of nutritionally balanced food in a safe and hygienic manner
Unit 5	HLTOHS300A	Contribute to OHS processes	Unit 12	CHCCHILD401A	Identify and respond to children and young people at risk of harm
Unit 6	CHCIC301D	Interact effectively with children	Unit 13	HLTHIR403B	Work effectively with culturally diverse clients and co-workers
Unit 7	CHCPR303D	Develop understanding of children's interests and developmental needs	Unit 14	CHCIC302A	Support Aboriginal and/or Torres Strait Islander families to participate in children's services

## 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: 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: 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: 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: 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: 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 practiced; 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 practiced and their effectiveness in the counselling process evaluated. We also examined barriers to communication and experimented using these in counselling scenario’s for the purposes of seeing how they affect the counselling process. Various questioning techniques were practiced 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: \_\_\_\_\_

<b>1 Demonstrate an understanding of legislation and common law relevant to work role</b>	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"/>
<b>2. Follow identified policies and practices</b>	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"/>
<b>3. Work ethically</b>	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 nonjudgmental 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

### CHCCN302A Care for children

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

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

<b>1. Provide physical care</b>	Experience	Training
1.1 Organise opportunities and type of <i>rest</i> according to child's needs and context	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Create an environment conducive to rest	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Provide quiet area for children to access as needed	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Assist children with <i>hygiene</i> according to child's need	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Deal with toileting accidents in a manner that protects the child's self-esteem and privacy	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Provide appropriate food and drink to children in a hygienic manner and supervise children in eating and drinking	<input type="checkbox"/>	<input type="checkbox"/>
1.7 Dress children according to the need and prevailing weather conditions and acknowledge their clothing preferences whenever possible	<input type="checkbox"/>	<input type="checkbox"/>
1.8 Ensure children's nutritional needs are addressed by food provided meeting children's nutrition requirements	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Create opportunities for children to develop their understanding of physical needs</b>	Experience	Training
2.1 Explain nutritional needs to children in a suitable language	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Explain <i>hygiene practices</i> and demonstrate through positive staff practices and daily routines	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Explain safety issues and demonstrate procedures	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Support children to understand the relationship between physical activity and good health	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Offer opportunities for children to participate in food preparation and procurement	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Establish an environment that encourages children to complete tasks themselves</b>	Experience	Training
3.1 Make required materials accessible for children	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Make available sufficient time for the child to do the task in an unhurried way	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Encourage all attempts and speak about them respectfully	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Make available sufficient time, if wanted by the child, for children to practice and develop their skills	<input type="checkbox"/>	<input type="checkbox"/>



# RPL Assessment Sheet – Unit 3

## CHCCN305A

### Care for babies

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

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

<b>1. Respond to cues and needs of babies/infants</b>	<b>Experience</b>	<b>Training</b>
1.1 Respond to babies/infants in an unhurried, gentle and sensitive way to promote a relationship of trust	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Closely monitor babies/infants for signs of hunger, distress, pain and tiredness, and signs that they are ready for solids	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Provide babies/infants with physical comfort as appropriate	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Meet needs of babies/infants for consistent and secure care, in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Respect and fulfil <i>rituals of babies/infants</i>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Provide for meeting the <i>nutritional needs</i> of babies	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Develop and maintain a nurturing relationship with babies/infants</b>	<b>Experience</b>	<b>Training</b>
2.1 Undertake both planned and spontaneous <i>interactions with babies/infants</i>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Use <i>routines of physical care</i> as opportunities to positively interact with babies/infants	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Take time to get to know the baby/infant, their <i>individual routines</i> , rhythms, preferences and cues	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Accommodate individual routines of daily care, <i>rest</i> and play for babies/infants whenever possible	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Settle new arrivals</b>	<b>Experience</b>	<b>Training</b>
3.1 Observe primary caregiver and babies/infants for <i>signs of stress or distress</i> on arrival	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Begin interaction with the babies/infants while primary caregiver is still present to minimise abruptness of separation	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Encourage primary caregiver to take as much time as needed to have a relaxed, unhurried separation from their baby/infant	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Establish routines to minimise distress at separation of primary caregiver and baby/infant	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Respond to distress of babies/infants at separation from primary caregiver in a calm reassuring manner	<input type="checkbox"/>	<input type="checkbox"/>

<b>4. Provide an environment that provides security for babies/infants</b>	Experience	Training
4.1 Clearly communicate expectations to babies/ infants and apply consistently	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Set up the physical environment to provide a relaxed and flexible atmosphere	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Set up the physical environment to accommodate individuality of the baby/infant	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Create a safe and secure environment both in and out of doors with equipment of a suitable scale for babies/infants	<input type="checkbox"/>	<input type="checkbox"/>

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**RPL Granted for Unit 3 – CHCCN305A**

- Yes
- No
- Further Info Req.

**Comments:**

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

## RPL Assessment Sheet – Unit 4

### CHCCN301A Ensure children’s health and safety

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

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

1. Maintain a clean and hygienic environment	Experience	Training
1.1 Ensure <i>cleaning</i> occurs as an ongoing process as per recognised state/ territory regulations and requirements	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Use appropriate cleaning agents as per recognised state/ territory regulations and requirements	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Follow standard precautions for infection control	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Adequately maintain ventilation, lighting and heating/cooling	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Adhere to personal hygiene/health procedures as per recognised state/ territory regulations and requirements	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Ensure beds and bedding conform to health, hygiene and safety requirements as relevant	<input type="checkbox"/>	<input type="checkbox"/>
1.7 Ensure food preparation, handling, storage and serving areas comply with recognised state/territory food safety and handling requirements	<input type="checkbox"/>	<input type="checkbox"/>
2. Recognise and respond to signs of potential illness	Experience	Training
2.1 Report signs of potential illness	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Seek medical assistance as necessary according to policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Inform child’s parents as soon as possible		
2.1 Separate child from other children as required and as Practicable	<input type="checkbox"/>	<input type="checkbox"/>
2.1 Separate child from other children as required and as Practicable	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Comfort and settle child	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Identify, manage and monitor food allergies and medical food conditions such as coeliac disease and diabetes	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Identify, manage and monitor food allergies and medical food conditions such as coeliac disease and diabetes	<input type="checkbox"/>	<input type="checkbox"/>
3. Provide a safe environment	Experience	Training
3.1 Implement sun protection procedures	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Ensure tools, equipment, toys and games are appropriate to the age of the child	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Select, check and maintain equipment to ensure safety	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Set up the environment to ensure safety	<input type="checkbox"/>	<input type="checkbox"/>
3.5 <i>Check area for hazards</i> and implement <i>risk reduction strategies</i>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Ensure fire exits are kept unobstructed	<input type="checkbox"/>	<input type="checkbox"/>
3.7 Ensure <i>disposal of waste materials</i> occurs in a safe and hygienic way	<input type="checkbox"/>	<input type="checkbox"/>
3.8 Ensure cleaning materials are stored safely	<input type="checkbox"/>	<input type="checkbox"/>
3.9 Implement infection control procedures where required	<input type="checkbox"/>	<input type="checkbox"/>
3.10 Ensure adequate food and drinks are served appropriate to age and developmental status	<input type="checkbox"/>	<input type="checkbox"/>

<b>4. Supervise the safety of children</b>	<b>Experience</b>	<b>Training</b>
4.6 Supervise children in accordance with <i>legal requirements and regulations</i>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Explain <i>rules for safe play</i> to children and implement them	<input type="checkbox"/>	<input type="checkbox"/>
4.3 <i>Maintain direct contact</i> with individuals/group	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Identify <i>potential injury hazards and risks</i> and take action to minimise/reduce risk	<input type="checkbox"/>	<input type="checkbox"/>
4.5 <i>Explain hazards and potential hazards</i> in the environment to children	<input type="checkbox"/>	<input type="checkbox"/>
4.6 Discuss emergencies and practise evacuation procedures with children	<input type="checkbox"/>	<input type="checkbox"/>
4.7 Use supervision as an opportunity to interact with children	<input type="checkbox"/>	<input type="checkbox"/>
4.8 Record and report accidents and incidents in accordance with organisation guidelines	<input type="checkbox"/>	<input type="checkbox"/>
4.9 Ensure age-appropriate provisions are made for children to be seated and supervised at meal and snack times	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Travel with children safely</b>	<b>Experience</b>	<b>Training</b>
5.1 <i>Implement procedures for safety on excursions</i>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Supervise children as closely as required for their ages, abilities, the contexts	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Monitor children's behaviour during travel and reinforce safe, appropriate behaviour	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Instruct/remind children to follow relevant <i>legal requirements</i>	<input type="checkbox"/>	<input type="checkbox"/>
5.5 Identify <i>risk situations</i> and develop and implement strategies to minimise risk	<input type="checkbox"/>	<input type="checkbox"/>
5.6 Observe potential hazards and develop strategies to increase safety	<input type="checkbox"/>	<input type="checkbox"/>
5.7 Implement set procedures to ensure all children are accounted for	<input type="checkbox"/>	<input type="checkbox"/>
<b>6. Administer medication within guidelines</b>	<b>Experience</b>	<b>Training</b>
6.1 Administer medication according to organisation policies and legislative <i>requirements</i>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Store medication according to <i>requirements</i>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Check medication for name, instructions and use by date	<input type="checkbox"/>	<input type="checkbox"/>
6.4 Document all medication administration in accordance with requirements	<input type="checkbox"/>	<input type="checkbox"/>

7. Manage and respond to allergy/anaphylaxis	Experience	Training
7.1 Identify and recognise signs, symptoms and key characteristics of allergy/anaphylaxis	<input type="checkbox"/>	<input type="checkbox"/>
7.2 Apply organisation risk management strategies for children with allergy/ anaphylaxis	<input type="checkbox"/>	<input type="checkbox"/>
7.3 Administer medication for anaphylaxis according to organisation policies and legislative requirements	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

**RPL Granted for Unit 4 – CHCCN301A**

- Yes
- No
- Further Info Req.

**Comments:**

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

# RPL Assessment Sheet – Unit 5

## HLTOHS300A Contribute to OHS processes

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

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

<b>1. Plan and conduct work safely</b>	<b>Experience</b>	<b>Training</b>
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 judgment within defined scope of responsibilities	<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"/>
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>	<b>Experience</b>	<b>Training</b>
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>	<b>Experience</b>	<b>Training</b>
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"/>



## RPL Assessment Sheet – Unit 6

### CHCIC301D Interact effectively with children

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

<b>1. Communicate positively with children on an ongoing basis</b>	Experience	Training
1.1 Use language style that is appropriate for child’s age, developmental stage and culture	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Use <i>key words of meaning</i> to a child	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Ensure <i>non-verbal communication</i> is appropriate and relevant	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Ensure interactions are frequent, caring and respectful	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Use non-gender-specific and non-stereotypical language	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Promote positive behaviour</b>	Experience	Training
2.1 Communicate to child, <i>positive and realistic expectations</i> of their behaviour	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Regularly identify and explain to children examples of positive behaviour	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Use clear communication that suggests positive options to encourage a child’s cooperation	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Draw child’s attention to positive aspects of the child’s behaviour	<input type="checkbox"/>	<input type="checkbox"/>
2.5 <i>Apply limits to behaviour</i> within service policies	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Collaborate with children about their interests</b>	Experience	Training
3.1 <i>Consult children</i> using a range of communication forms	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Interact and collaborate with all children in the service on a regular basis	<input type="checkbox"/>	<input type="checkbox"/>
3.3 <i>Encourage children to consider new ideas and interests</i> that haven’t previously been catered for in the service	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Allow sufficient time for children to express their ideas in a variety of contexts	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Positively acknowledge and act upon suggestions whenever Possible	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Respect similarities and differences and encourage children to respect these differences</b>	Experience	Training
4.1 Identify and talk about children’s likes and dislikes	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Talk about differences as resources, not as inferior or a problem	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Respond positively and with respect to different communication styles used by children	<input type="checkbox"/>	<input type="checkbox"/>

5. Support children in learning about the decision-making process	Experience	Training
5.1 Assist children to share their ideas, discuss limitations and solve problems	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Clearly describe to children limitation of <i>resources</i>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Discuss <i>safety factors and legal requirements</i> that may constrain options	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Assist children to plan implementation of ideas/ suggestions	<input type="checkbox"/>	<input type="checkbox"/>
5.5 Acknowledge suggestions that cannot be used and explore alternatives with the children	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

**RPL Granted for Unit 6 – CHCIC301D**

- Yes
- No
- Further Info Req.

**Comments:**

RPL Assessor \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

## RPL Assessment Sheet – Unit 7

### CHCPR303D

## Develop understanding of children’s interests and developmental needs

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

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

<b>1. Gather <i>information</i> about the child through <i>observation</i></b>	Experience	Training
1.1 Observe children during their normal pattern of play and daily interactions to identify their interests and needs	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Monitor strengths and needs of children	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Gather information about the child from secondary sources</b>	Experience	Training
2.1 Use child records to collect information about each child	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Use information exchange with family to collect information about each child’s needs interests and cultural practices	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Record observations appropriately</b>	Experience	Training
3.1 Ensure information collected through observation and secondary sources is discussed with relevant people and/or recorded according to requirements	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Ensure discussion or recording of information is free from biased comments and negative labeling of children	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Ensure observations are recorded carefully and accurately	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Use observations and information collected to understand the child and <i>contribute to program planning</i></b>	Experience	Training
4.1 Use information gathered about child to provide suggestions for ways to enhance that child’s play and physical activity to contribute to development of fundamental movement skills and leisure	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Use information gathered about child to ensure interactions with the child meet their individual requirements	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

***RPL Granted for Unit 7- CHCPR303D***

- Yes
- No
- Further Info Req.

**Comments:**

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

## RPL Assessment Sheet – Unit 8

### CHCFC301A Support the development of children

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

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

<b>1. Support the development of children</b>	Experience	Training
1.1 Provide encouragement for each child's own level of performance	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Use language at an appropriate level of complexity and friendliness	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Initiate communication with the child relevant to their interests and capabilities	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Demonstrate developmentally appropriate expectations of the child's behaviour appropriate to their stage of development	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Use behaviour management strategies appropriate to the child's level of understanding	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Provide assistance to children appropriate to their developmental capabilities	<input type="checkbox"/>	<input type="checkbox"/>
1.7 Foster the development of independence through type of assistance provided	<input type="checkbox"/>	<input type="checkbox"/>
1.8 Respect, respond to and follow up communication initiated by Children	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Support the physical development of children</b>	Experience	Training
2.1 Use daily routines as opportunities to acquire and practice skills	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Provide access to equipment, games and toys that will develop fine and gross skills and <i>fundamental movement skills</i>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Provide adequate nutrition that allows for normal growth and development, and foods of increasing texture over time to stimulate speech and jaw development	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Support the social development of children</b>	Experience	Training
3.1 Provide opportunities for one to one, small group and larger group interaction	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Model appropriate communication with children	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Acknowledge, value and respect diversity through interactions and provisions	<input type="checkbox"/>	<input type="checkbox"/>

<b>4. Support the emotional and psychological development of children of the same age</b>	Experience	Training
4.1 Involve children in decision-making where circumstances safely allow	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Acknowledge, encourage and appreciate children's efforts	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Identify and celebrate children's social, emotional and psychological successes	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Give individual attention to each child	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Respond to children's feelings openly and with respect	<input type="checkbox"/>	<input type="checkbox"/>
4.6 Recognise <i>issues of concern</i> related to child's participation in experiences, for emotional and psychological development	<input type="checkbox"/>	<input type="checkbox"/>
4.7 Conduct and record, in line with work role, observations of children's behaviour or other expressions that may indicate social, emotional or psychological concerns	<input type="checkbox"/>	<input type="checkbox"/>
4.8 Report to supervisor concerns about emotional, social and/or psychological difficulties of the child	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Support the language development of children</b>	Experience	Training
5.1 Encourage children to express themselves verbally	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Provide experiences to expose children to a range of <i>language forms</i>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6. Support the creative development of children</b>	Experience	Training
6.1 Provide experiences for children to utilise the range of their senses including vision, hearing and taste	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Encourage children to express their imagination and creativity within their play and interactions	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Provide experiences which encourage children to explore a variety of methods of self expression	<input type="checkbox"/>	<input type="checkbox"/>
6.4 Make available appropriate resources, material and equipment for children to initiate their own creative activities	<input type="checkbox"/>	<input type="checkbox"/>
<b>7. Support the cognitive development of children</b>	Experience	Training
7.1 Provide environments and experiences to stimulate cognitive development	<input type="checkbox"/>	<input type="checkbox"/>
7.2 Encourage children to explore and problem solve with materials and diverse experiences	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

**RPL Granted for Unit 8 – CHCFC301A**

- Yes
- No
- Further Info Req.

**Comments:**

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

## RPL Assessment Sheet – Unit 9

### CHCPR301A

### Deliver experiences to support children’s play and learning

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

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

<b>1. Create a stimulating, positive and developmentally appropriate environment to foster development, play and learning</b>	Experience	Training
1.1 Provide <i>areas</i> , resources and materials for <i>different kinds of play and physical activity</i>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Change the resources regularly to provide variety of activity	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Ensure play and physical activity reflect the cultural diversity, gender and abilities of children	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Set up environment in a way that is safe, non threatening, challenging and stimulating	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Allow sufficient time for play to develop and be completed when possible	<input type="checkbox"/>	<input type="checkbox"/>
1.1 Identify children’s individual interests and needs and support by provision of activities or materials	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Provide a range of physical activities to allow children choice in their play whenever possible	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Provide <i>opportunities</i> for both group and individual play activities and <i>experiences</i> indoors and outdoors	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Actively guide and encourage children to undertake a variety of developmentally appropriate activities</b>	Experience	Training
2.1 Encourage and acknowledge children’s efforts	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Use activities, resources and materials flexibly to meet children’s individual preferences and prompt extensions of play	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Encourage children to participate in a variety of experiences and to choose activities which support their development and fundamental movement skills competency and confidence	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Demonstrate respect for children’s choice not to participate and encourage where experience is new or unknown	<input type="checkbox"/>	<input type="checkbox"/>

3. Facilitate children’s play, learning and physical activity	Experience	Training
3.1 Follow child’s lead in play and physical activity and participate when invited	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Initiate play and physical activities and invite child to participate	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Interact with children showing enthusiasm, playfulness and enjoyment	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Monitor children’s reactions to play environment to ensure each child remains interested, challenged but not frustrated	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Encourage children to include other children in their play	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Monitor interaction between children to ensure children remain safe and are interacting appropriately	<input type="checkbox"/>	<input type="checkbox"/>
3.7 Redirect children’s inappropriate play	<input type="checkbox"/>	<input type="checkbox"/>
3.8 Provide interesting and varied natural outdoor space to encourage active play	<input type="checkbox"/>	<input type="checkbox"/>
3.9 Prepare and provide suitable materials for activities	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

***RPL Granted for Unit 9 – CHCPRT301A***

- Yes
- No
- Further Info Req.

**Comments:**

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

# RPL Assessment Sheet – Unit 10

## CHCCHILD301A

### Support behaviour of children and young people

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

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

<b>1 Contribute to a safe, supportive environment</b>	<b>Experience</b>	<b>Training</b>
1.1 Identify <i>characteristics of a supportive environment</i>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Use <i>safe, supportive and equitable practices</i> appropriate to the development stage and needs of the child and/or young person	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Identify any disabilities, learning difficulties or mental health issues of child or young person that may have potential <i>impacts on behaviour</i>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Use <i>positive support techniques</i></b>	<b>Experience</b>	<b>Training</b>
2.1 Establish <i>expectations for behaviour</i> in consultation with supervisor and in line with organisation expectations	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Provide instructions in a manner appropriate to the child or young person's need and context of the work environment and activity	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Use positive reinforcement to support responsible and appropriate behaviour	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Use age appropriate and clear <i>non-verbal communication strategies to acknowledge responsible behaviour</i>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Employ appropriate <i>strategies to redirect behaviour and defuse situations</i>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Observe and collect data to assist with development of <u>Appropriate strategies for support</u></b>	<b>Experience</b>	<b>Training</b>
3.1 Observe and <i>collect data</i> as a basis for functional analysis of when, where and what a child or young person is doing while involved in a task	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Use data to demonstrate the frequency, intensity and duration of problem behaviours	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Implement strategies to support children or young people with <u>Additional needs</u></b>	<b>Experience</b>	<b>Training</b>
4.1 Implement <i>strategies</i> to support child or young person with guidance from supervisor	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Implement <i>strategies</i> designed by a specialist according to directions and in cooperation with supervisor	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Identify <i>issues of concern</i> for discussion with supervisor	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Contribute effectively to development of personalised <i>behaviour support plans</i>	<input type="checkbox"/>	<input type="checkbox"/>

6 Monitor and review strategies	Experience	Training
6.4 Closely monitor new strategies and record responses of child or young person in accordance with organisation's policy and procedures	<input type="checkbox"/>	<input type="checkbox"/>
6.5 Adapt <i>levels of support</i> required and provided based on need and response of child or young person, after consultation with supervisor	<input type="checkbox"/>	<input type="checkbox"/>
6.6 Confirm the parameters of <i>additional needs</i> through discussion with supervisor	<input type="checkbox"/>	<input type="checkbox"/>
6.7 Identify, document and offer to supervisor opportunities for additional support through observation	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

*RPL Granted for Unit 10 – CHCCHILD301A*

- Yes
- No
- Further Info Req.

**Comments:**

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

# RPL Assessment Sheet – Unit 11

## CHCCN303A

### Contribute to provision of nutritionally balanced food in a safe And hygienic manner

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

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

1. Plan food and drink provision	Experience	Training
1.1 Within scope of own work role, ensure children are provided with food and drink consistent with current relevant dietary guidelines for infants, children and/or young people	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Ensure children’s individual needs are met to promote optimal growth and development, respecting <i>cultural requirements</i> , appetites and <i>food and drink preferences</i>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Encourage children to develop healthy eating habits	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Ensure meals and snacks are nutritious, attractive and an appropriate serving size for children	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Promote healthy eating through role modelling, positive food awareness and mealtime experiences	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Provide education and support to families and children around healthy eating, including how to foster this	<input type="checkbox"/>	<input type="checkbox"/>
1.7 Plan and develop cycle <i>menus</i> of foods for each meal and/or snack to display for information of staff, parents and older children	<input type="checkbox"/>	<input type="checkbox"/>
1.1 Within scope of own work role, ensure nutrition policy includes identification, management and monitoring of special dietary needs related to food allergies and medical food conditions such as coeliac disease and diabetes	<input type="checkbox"/>	<input type="checkbox"/>
2. Maintain food safety while carrying out food handling activities	Experience	Training
2.1 Within scope of own work role, carry out food handling, preparation and storage according to organisation guidelines, legislation and licensing requirements for food safety	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Identify and remedy processes or practices which are not consistent with the guidelines according to local, state/territory legislation within scope of own work role	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Address health conditions and/or illness that may impact on safe and healthy food handling	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Wear clothing and footwear that is appropriate for the food handling task	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

***RPL Granted for Unit 11 – CHCCN303A***

- Yes
- No
- Further Info Req.

**Comments:**

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

## RPL Assessment Sheet – Unit 12

### CHCCHILD401A

#### Identify and respond to children and young people at risk of harm

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

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

<b>2. Implement work practices which support the protection of children and young people</b>	Experience	Training
2.1 Identify children and young people at risk of harm by observing signs and symptoms, asking noninvasive questions, being aware of protective issues and using <i>child protection procedures</i> where appropriate	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Respond to disclosure, information or signs and symptoms in accordance with <i>accepted standards</i> , techniques, and legislative obligations	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Comply with <i>lawful instructions, regulations</i> and duty of care in all work activities	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Routinely employ <i>child focused work practices</i> to uphold the rights of children and young peoples to participate in decision-making where it is age appropriate	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Employ communication and information gathering techniques with children and young people in accordance with current recognised good practice	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Ensure decisions and actions taken are within own level of responsibility, work role and legislative requirements	<input type="checkbox"/>	<input type="checkbox"/>
2.7 Maintain own knowledge and skills as required to work effectively and participate in practice supervision processes	<input type="checkbox"/>	<input type="checkbox"/>
1.8 Maintain confidentiality as appropriate	<input type="checkbox"/>	<input type="checkbox"/>
1.9 Provide an appropriate <i>response</i> as determined by organisation procedures, legal and work role obligations	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Report indications of possible risk of harm</b>	Experience	Training
2.2 Accurately record relevant specific and general circumstances surrounding risk of harm in accordance with organisation procedures, ethics and legal requirements	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Promptly report risk of harm indicators accordance with statutory and organisation procedures	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Work collaboratively with relevant agencies to ensure maximum effectiveness of report	<input type="checkbox"/>	<input type="checkbox"/>

3. Apply ethical and nurturing practices in work with children and young people	Experience	Training
3.1 Protect the rights of children and young people in the provision of services	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Identify and seek supervision support for issues of ethical concern in practice with children and young people	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Develop ethical and nurturing practices in accordance with professional boundaries when working with children and young people	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Recognise indicators for potential ethical concerns when working with children and young people	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Respond to unethical behaviour of others by reporting to the <i>appropriate person</i>	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

**RPL Granted for Unit 12 – CHCCHILD401A**

- Yes
- No
- Further Info Req.

**Comments:**

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

## RPL Assessment Sheet – Unit 13

### HLTHIR403B

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

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

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

<b>1. Reflect cultural awareness in <i>work practice</i></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 <i>cultural diversity</i> 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 13 – HLTHIR403B***

- Yes
- No
- Further Info Req.

**Comments:**

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

## RPL Assessment Sheet – Unit 14

### CHCIC302A

## Support Aboriginal and/or Torres Strait Islander families to participate in children’s services

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

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

<b>1. Identify influence of own cultural identity on interactions with Aboriginal and/or Torres Strait Islander people and communities</b>	Experience	Training
1.1 Identify <i>significant events</i> in own family history which may influence own current beliefs and values 1.2 Identify <i>aspects of the environment</i> which influence own <i>cultural identity</i> 1.3 Examine aspects of family history and personal cultural identity for impact on personal values and potential impact on interactions with Aboriginal and/or Torres Strait Islander children and families	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>
<b>2. Apply understanding of impacts of colonisation on Aboriginal and/or Torres Strait Islander people and communities</b>	Experience	Training
2.1 Identify and analyse <i>Aboriginal and/or Torres Strait Islander historical issues</i> of current workplace at local, regional and state levels 2.2 Identify contemporary impacts of historical issues on Aboriginal and/or Torres Strait Islander people 2.3 Research the <i>diversity</i> of Aboriginal and/or Torres Strait Islander populations in community and children’s services organisation	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>
<b>3. Support the cultural identity of Aboriginal and/or Torres Strait Islander children and families</b>	Experience	Training
3.1 Identify and consult with appropriate persons to obtain knowledge of local Aboriginal and/or Torres Strait Islander groups 3.2 Obtain knowledge about the cultural identity of any Aboriginal and/or Torres Strait Islander children and families currently involved in or receiving services from the children’s services organisation 3.3 Process <i>information</i> in a culturally sensitive way including identification of how and with whom information can be shared 3.4 Provide opportunities for Aboriginal and/or Torres Strait Islander children and families to share context and cultural knowledge 3.5 Provide opportunities for children and families to enhance their experience of <i>cultural diversity</i> 3.5 Demonstrate respect for Aboriginal and/or Torres Strait	<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"/>

<b>4. Create environments to support children’s cross-cultural understanding and relationships</b>	Experience	Training
4.1 Plan and implement experiences that foster positive attitudes to inclusiveness and cultural diversity	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Encourage all children to be aware of and to respect Aboriginal and/or Torres Strait Islander culture and history	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Promote establishment of constructive relationships with Aboriginal and/or Torres Strait Islander children and their families based on mutual respect, trust and celebration of diversity	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Role model open, inclusive, equitable and ethical communication and interactions with all children and families	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Promote the need to support involvement of Aboriginal and/or Torres Strait Islander families and communities in all aspects of children’s participation in the organisation	<input type="checkbox"/>	<input type="checkbox"/>
4.6 Observe children’s interactions and participation to identify the need for additional cultural support and cross-cultural understanding	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Support the implementation of experiences that are inclusive and recognise and celebrate difference</b>	Experience	Training
1.1 Gather information about children and their families to guide implementation of learning experiences to meet children’s cultural needs and cross-cultural understanding	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Review experiences and <i>resources</i> to ensure they accurately represent different cultures and are not discriminatory	<input type="checkbox"/>	<input type="checkbox"/>
1.3 In consultation with supervisor, plan and implement experiences that build on diverse backgrounds of students and their families	<input type="checkbox"/>	<input type="checkbox"/>
1.4 In consultation with supervisor, plan and implement experiences that focus on events, customs, belief that are relevant to Aboriginal and/or Torres Strait Islander communities	<input type="checkbox"/>	<input type="checkbox"/>
<b>6. Support children in developing personal identity, self-esteem and positive self image</b>	Experience	Training
6.1 Support experiences and environments where relationships between children, workers and other adults can be established	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Communicate and interact with children to build their confidence, self-esteem, self image and self efficacy	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Implement group activities in consultation with the supervisor to allow children to use collaborative processes to solve problems	<input type="checkbox"/>	<input type="checkbox"/>
6.8 Engage with Aboriginal and/or Torres Strait Islander peers, mentors or other staff to support individual children where appropriate	<input type="checkbox"/>	<input type="checkbox"/>
6.5 Follow community <i>protocols</i> when engaging with <i>community members</i>	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

***RPL Granted for Unit 14 – CHCIC302A***

- Yes
- No
- Further Info Req.

**Comments:**

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