



*Certificate IV*  
*in*  
*Community Service*  
*(Service Co-ordination)*

*AICS*  
*NTIS: CHC42002 QLD*

**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 Certificate IV in Community Service (Service Co-ordination) 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 Certificate IV in Community Service (Service Co-ordination). 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 Certificate IV in Community Service (Service Co-ordination)*

Unit 1 CHCCOM3C	Utilise specialist communication skills to build strong relationships	Unit 9 CHCORG5B	Maintain an effective work environment
Unit 2 CHCCD12D	Apply a community development framework	Unit 10 CHCCS12A	Develop a service delivery strategy
Unit 3 CHCCS401A	Facilitate cooperative behaviour	Unit 11 CHCCS3C	Coordinate the provision of services and programs
Unit 4 HLTCS306B	Respond effectively to difficult or challenging behaviour	Unit 12CHCCS301A	Work within a legal and ethical framework
Unit 5 CHCNET4A	Work with other services	Unit 13 CHCCS402A	Respond holistically to client issues
Unit 6 CHCINF2B	Maintain organisation's information systems	Unit 14 CHCORG25B	Recruit and coordinate volunteers
Unit 7 CHCOHS401A	Implement and monitor OHS policies and procedures for a workplace	Unit 15 CHCCS405A	Work effectively with culturally diverse clients and co-workers
Unit 8 CHCORG23B	Coordinate work		

## 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

## CHCCOM3C

### Utilise specialist communication skills to build strong relationships

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

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

<b>1. Identify appropriate communication strategies to meet the needs of clients and colleagues and build strong relationships</b>		<b>Experience</b>	<b>Training</b>
1.1	Specific communication needs of clients and colleagues are identified including: <ul style="list-style-type: none"> <li>• Utilising techniques and aids</li> <li>• Translation and language interpreters</li> <li>• Cultural interpreters</li> <li>• Referral to specialists</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Identify areas of mistrust or conflict that may require conflict resolution	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Identify the need to include additional people including trusted friends, case workers, family members or adults	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Conduct effective communication with clients and staff</b>		<b>Experience</b>	<b>Training</b>
2.1	Selection from a range of appropriate communication strategies is made and employed to <ul style="list-style-type: none"> <li>• Establish rapport</li> <li>• Exchange information</li> <li>• Facilitate resolution of issues</li> <li>• Defuse potentially difficult situations</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Basic counselling skills are applied where appropriate to provide a brief intervention	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Interviews are conducted according to established procedures	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Feedback and advice is given in a way which reflects current identified good practice	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Due regard to individual differences, needs and rights is shown in communicating with clients and colleagues	<input type="checkbox"/>	<input type="checkbox"/>
2.6	Referrals to other staff or specialist services are made as appropriate to ensure duty of care responsibilities are met in situations where break downs in communication occur	<input type="checkbox"/>	<input type="checkbox"/>
2.7	Enquiries are responded to in a manner that promotes achievement of mutual outcomes	<input type="checkbox"/>	<input type="checkbox"/>
2.8	Differences in views are respected and considered in a way that values and encourages the contributions of others	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Contribute to the development of effective communication strategies</b>		<b>Experience</b>	<b>Training</b>
3.1	Strategies are implemented to check on the effectiveness of communication with clients and colleagues	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Established channels of communication are reviewed regularly to ensure clients and co workers are informed of relevant information in a timely way	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Coaching in effective communication is provided to colleagues and clients as required	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Relevant work related networks and relationships are maintained as required to ensure client needs and organisational objectives are met	<input type="checkbox"/>	<input type="checkbox"/>

<b>4. Represent the organisation to a range of groups</b>		<b>Experience</b>	<b>Training</b>
4.1	When participating in internal and external forums, presentations are relevant, appropriately researched and presented in a manner to promote the organisation, and adjusted to meet audience needs	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Written communication is consistent with organisational standards	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Apply specific communication techniques to assist in resolving conflict</b>		<b>Experience</b>	<b>Training</b>
5.1	Strategies are put in place to develop a trusting relationship that will enable facilitation of conflict resolution	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Specific mediation processes are applied that enable individual issues to be identified and stories heard, and exploration and validation of the history of the conflict	<input type="checkbox"/>	<input type="checkbox"/>
5.3	Agreement is sought on processes to be followed to resolve conflict within scope of own abilities, skills and work role	<input type="checkbox"/>	<input type="checkbox"/>
5.4	Referral to conflict resolution and mediation is made as appropriate	<input type="checkbox"/>	<input type="checkbox"/>
5.5	Verbal communication skills are utilised to assist in resolving any conflict	<input type="checkbox"/>	<input type="checkbox"/>
<b>6. Implement mechanisms that facilitate group discussions</b>		<b>Experience</b>	<b>Training</b>
6.1	Opportunities are provided to fully explore all relevant issues	<input type="checkbox"/>	<input type="checkbox"/>
6.2	Strategies which encourage all group members to participate equally are used routinely including seeking and acknowledging contributions from all members	<input type="checkbox"/>	<input type="checkbox"/>
6.3	Objectives and agendas for meetings and discussions are routinely set and followed	<input type="checkbox"/>	<input type="checkbox"/>
6.4	Relevant information is provided to groups as appropriate to facilitate outcomes	<input type="checkbox"/>	<input type="checkbox"/>
6.5	Evaluation of group communication strategies is undertaken to promote ongoing participation of all parties	<input type="checkbox"/>	<input type="checkbox"/>
6.6	Strategies are implemented to ensure the specific communication needs of individuals within the group are identified and addressed	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

***RPL Granted for Unit 1 – CHCCOM3C***

- Yes
- No
- Further Info Req.

**Comments:**

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

# RPL Assessment Sheet – Unit 2

## CHCCD12D

### Apply a community development framework

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

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

<b>1. Operate within a community development framework.</b>		Experience	Training
1.1	Work undertaken reflects a current working knowledge and understanding of community development vision and mission	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Work reflects a commitment to empowering communities to resolve their issues through enhancing skills, accessing appropriate support and working with others in the community who share concerns and issues	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Work is based on a demonstrated understanding of the interrelationships of the needs and rights of the individual, the family, the community and society	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Work reflects a demonstrated understanding of the impact of current and changing social, political and economic contexts	<input type="checkbox"/>	<input type="checkbox"/>
1.5	Work undertaken in the industry reflects an application of:		
1.6	Accepted standards of ethical practice	<input type="checkbox"/>	<input type="checkbox"/>
1.7	The principles of social justice, human rights, anti discrimination and confidentiality	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.8	Practices to address cross cultural issues		
1.9	Relevant occupational health and safety and equal employment opportunity principles and practices	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.10	Practices which protect confidentiality	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.11	The impact of worker's own value base and values within a community development framework	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>2. Work with groups to achieve community development outcomes.</b>		Experience	Training
2.1	Details of relevant group issues are identified		
2.2	Relevant approaches to working with groups are assessed in order to ensure needs are met	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2.3	Relevant community structures are identified and utilised to maximise outcomes for groups	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Advice and information is provided to groups and individuals as required to ensure they are fully informed about relevant issues and opportunities	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Address individual issues arising when working within a community development framework.</b>		Experience	Training
3.1	Appropriate interpersonal skills are employed to provide a first point of contact where individual stories are heard and understood	<input type="checkbox"/>	<input type="checkbox"/>
3.2	The capacity to address identified individual issues is assessed		
3.3	Appropriate referrals are provided both within and outside the organisation to ensure individual issues will be addressed	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3.4	Relevant facilitation skills are employed to assist individuals to identify the most appropriate course of action to ensure their issues are addressed	<input type="checkbox"/>	<input type="checkbox"/>
3.5	All work reflects knowledge and understanding of the impact of applying different methods to address individual issues and meeting duty of care	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Work effectively with diversity in the community.</b>		Experience	Training
4.1	All work reflects the application of processes which aim to minimise the impact of own personal biases and experiences	<input type="checkbox"/>	<input type="checkbox"/>
4.2	All work reflects respect and understanding of individual differences		
4.3	All work reflects recognition of the positive contribution of diversity in the community	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.4	Work processes are adapted as appropriate to meet the specific cultural and linguistic needs of individuals	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

***RPL Granted for Unit 2 CHCCD12D***

- Yes
- No
- Further Info Req.

**Comments:**

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

# RPL Assessment Sheet – Unit 3

## CHCCS401A

### Facilitate cooperative behaviour

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

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

<b>1. Monitor behaviour of the client.</b>		Experience	Training
1.1	Use formal and informal methods to observe and monitor client behaviour	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Assess behaviour for potential conflict and use a range of preventative and defusing strategies	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Evaluate client behaviour and interactions in a fair, objective and consistent manner	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Decisions on action are consistent with all available evidence and organisational practice/procedures	<input type="checkbox"/>	<input type="checkbox"/>
1.5	Seek specialist advice and make referrals where required	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Use communication strategies to de-escalate conflict.</b>		Experience	Training
2.1	Conduct interactions with clients in a fair, just, humane and positive manner	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Use communication strategies with individuals for effective interaction and problem solving	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Identify potential causes of conflict and use a range of appropriate and effective defusing responses	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Use negotiation techniques to divert and minimise aggressive behaviour	<input type="checkbox"/>	<input type="checkbox"/>
2.6	Use negotiation to examine cause and effect and encourage appropriate responsibility and accountability for behaviour and its outcomes	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Respond to unacceptable behaviour.</b>		Experience	Training
3.1	Challenge unacceptable behaviour and outline options and opportunities to change clearly and with positive encouragement	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Confirm the implications of continuing unacceptable behaviour clearly, calmly and objectively	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Use techniques according to organisation's procedures to ensure personal safety and safety of clients/colleagues.	<input type="checkbox"/>	<input type="checkbox"/>
3.4	If physical force must be used to ensure safety, the minimum level of force required is applied and reported in accordance with policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Select strategies arising from aggressive and unacceptable behaviour are accurate, clear and comply with procedures	<input type="checkbox"/>	<input type="checkbox"/>
3.6	Select strategies and responses for their potential to provide role models and examples of confident assertive behaviour	<input type="checkbox"/>	<input type="checkbox"/>
3.7	Carry out intervention strategies according to an analysis of the situation and organisation policies and procedures.	<input type="checkbox"/>	<input type="checkbox"/>
3.8	Reports of incidents are made and comply with policy and procedures	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

**RPL Granted for Unit 3 – CHCCS401A**

- Yes
- No
- Further Info Req.

**Comments:**

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

# RPL Assessment Sheet – Unit 4

## HLTCSD306B

### Respond effectively to difficult or challenging behaviour

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

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

<b>1. Plan response</b>		<b>Experience</b>	<b>Training</b>
1.1	Identify appropriate responses to potential instances of difficult or challenging behaviour in line with work role and organisation policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Ensure planned responses to difficult or challenging behaviour maximise the availability of other appropriate staff and resources	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Give priority to safety of self and others in responding to difficult or challenging behaviour	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Apply response</b>		<b>Experience</b>	<b>Training</b>
2.1	Ensure response to instances of difficult or challenging behaviour reflect organisation policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Seek assistance as required	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Deal with difficult or challenging behaviour promptly, firmly and diplomatically in accordance with organisation policy and procedure	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Use communication effectively to achieve the desired outcomes in responding to difficult or challenging behaviour	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Select appropriate strategies to suit particular instances of difficult or challenging behaviour	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Report and review incidents</b>		<b>Experience</b>	<b>Training</b>
3.1	Report incidents according to organisation policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Review incidents with appropriate staff and offer suggestions appropriate to area of responsibility	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Access and participate in available debriefing mechanisms and associate support and/or development activities	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Seek advice and assistance from legitimate sources as and when appropriate	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

***RPL Granted for Unit 4 – HLTCSD306B***

- Yes
- No
- Further Info Req.

**Comments:**

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

# RPL Assessment Sheet – Unit 5

## CHCNET4A Work with other services

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

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

1. Identify and maintain links with relevant services		Experience	Training
1.1	Information on relevant services is gathered and stored as appropriate	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Active participation in relevant networks is maintained	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Information on the organisation's range of services is maintained	<input type="checkbox"/>	<input type="checkbox"/>
2. Provide relevant information to services		Experience	Training
2.1	Respond to information requests from other organisations as appropriate	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Information and resources are provided to support community groups as appropriate	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Materials and resources provided are relevant and current	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Feedback on the materials and resources is sought and used to develop future materials and resources	<input type="checkbox"/>	<input type="checkbox"/>
3. Work with and support community services organisations to deliver appropriate services to people in need.		Experience	Training
3.1	Type and level of support to be provided are defined and negotiated with the organisation	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Support and contact with people referred is maintained as appropriate	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Information is provided to services in line with organisational confidentiality, consent and privacy policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Longer term plans to assist services to operate self-sufficiently are developed and negotiated	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

**RPL Granted for Unit 5 – CHCNET4A**

- Yes  
 No  
 Further Info Req.

**Comments:**

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

# RPL Assessment Sheet – Unit 6

## CHCINF2B

### Maintain organisation's information systems

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

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

<b>1. Maintain accurate records.</b>		<b>Experience</b>	<b>Training</b>
1.1	Information needs of clients and key stakeholders are identified and options for meeting them are negotiated with client and other relevant people	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Records and information are updated and maintained in accordance with organisational procedures and breaches are reported to supervisor or management	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Appropriate and relevant sources of information are identified and accessed so the organisation is able to provide information relevant to its service delivery	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Specific information, including client assessment and referral records is maintained in accordance with organisational procedures and consideration of confidentiality	<input type="checkbox"/>	<input type="checkbox"/>
1.5	Reports are prepared and presented to the required standard	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Handle organisational correspondence.</b>		<b>Experience</b>	<b>Training</b>
2.1	Incoming correspondence is dealt with according to established organisational guidelines	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Outgoing correspondence is prepared and dispatched in accordance with organisational procedures	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Provide information as required.</b>		<b>Experience</b>	<b>Training</b>
3.1	Information is collected, indexed and maintained in accordance with organisational procedures and requirements and to assure its currency and relevance	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Required information is prepared and presented in a manner appropriate to the audience and the purpose and is consistent with organisational procedures	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Client statistics, inquiries and other data are collected and maintained as required	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Appropriate processes are utilised to undertake data handling and processing to satisfy workplace needs	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

***RPL Granted for Unit 6 – CHCINF2B***

- Yes
- No
- Further Info Req.

**Comments:**

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

# RPL Assessment Sheet – Unit 7

## CHCOHS401A Implement and monitor OHS policies and procedures for a workplace

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

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

<b>1. Explain OHS information for co-workers in team.</b>		Experience	Training
1.1	Accurately and clearly explain to the work group basic requirements of OHS legislation, regulations codes of practice and relevant state and national industry standards in area of responsibility appropriate for the health and safety needs of the work group	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Provide in a readily accessible manner, information on the relevant enterprise OHS policies, procedures and programs and accurately and clearly explain them to the work group	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Regularly provide relevant information about identified hazards and the outcomes of risk assessment and risk control procedures and accurately and clearly explain them to the work group.	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Coach co-workers in team.</b>		Experience	Training
2.1	Establish mutual support groups eg. buddy system to encourage effective development of individual and group competencies in OHS	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Provide personal encouragement and assistance to team members to contribute to the management of OHS at the workplace.	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Promote consultation and participation.</b>		Experience	Training
3.1	Deal with and promptly resolve issues raised through consultation or refer to the appropriate personnel for resolution in accordance with workplace procedures	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Provide opportunities for individuals and representatives to contribute to participative processes	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Use feedback from individuals and teams to identify and implement improvements in the management of OHS	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Promptly inform the work group of the outcomes of consultation over OHS issues.	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Implement and monitor enterprise procedures for identifying hazards and risk.</b>		Experience	Training
4.1	Implement and monitor effectiveness of processes to identify routine hazards and assess risk	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Monitor adherence to work procedures and action non-compliance	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Monitor existing risk control measures and report results regularly in accordance with workplace procedures	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Evaluate and identify inadequacies in existing risk control measures in accordance with the hierarchy of control and report to designated personnel	<input type="checkbox"/>	<input type="checkbox"/>
4.5	Identify inadequacies in resource allocation for implementation of risk control measures and report to designated personnel.	<input type="checkbox"/>	<input type="checkbox"/>

5. Maintain appropriate OHS records.	Experience	Training
5.1 Accurately and legibly complete OHS records for work area, in accordance with workplace requirements for OHS records and legal requirements for the maintenance of records of incidents, occupational injury and disease	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Use aggregated information from the area's OHS records to identify hazards and monitor risk control procedures within work area according to procedures and within scope of responsibilities and competencies.	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

**RPL Granted for Unit 7 – CHCOHS401A**

- Yes
- No
- Further Info Req.

**Comments:**

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

# RPL Assessment Sheet – Unit 8

## CHCORG23B Coordinate work

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

<b>1. Demonstrate commitment to the delivery of high quality services to clients</b>		<b>Experience</b>	<b>Training</b>
1.1	All work undertaken demonstrates consideration and understanding of the context, models of service delivery, underpinning values and philosophy of the sector	<input type="checkbox"/>	<input type="checkbox"/>
1.2	All work undertaken is consistent with relevant current policies and legislative requirements	<input type="checkbox"/>	<input type="checkbox"/>
1.3	All work reflects an understanding of the issues facing clients and their carers	<input type="checkbox"/>	<input type="checkbox"/>
1.4	All work in the sector demonstrates a commitment to access and equity principles	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Develop and implement a framework for quality service delivery</b>		<b>Experience</b>	<b>Training</b>
2.1	Strategies are devised to ensure the delivery of high quality services which continue to reflect best practice	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Protocols and procedures are established and implemented for managing service delivery to reflect best practice in working in the community services industry	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Barriers within the organisation which impact on the delivery of a high quality service delivery are identified and addressed	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Procedures implemented for management of service delivery are regularly updated to reflect current best practice, relevant legislative changes, and changing client needs	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

***RPL Granted for Unit 8 –CHCORG23B***

- Yes**
- No**
- Further Info Req.**

**Comments:**

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

# RPL Assessment Sheet – Unit 9

## CHCORG5B

### Maintain an effective work environment

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

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

1. Work to achieve identified outcomes		Experience	Training
1.1	Own work roles and responsibilities are defined and agreed with appropriate people	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Work plans are developed and implemented to ensure: <ul style="list-style-type: none"> <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 practice</li> <li>• The work of the organisation is promoted</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Where appropriate to work role, an understanding of relevant legislation and awards is incorporated into work place practices and decisions	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Where relevant to work role, unpaid workers and others are provided with appropriate training, briefing and supervision	<input type="checkbox"/>	<input type="checkbox"/>
1.5	Where problems arise in meeting work plans, action is taken as appropriate to re-negotiate or seek assistance	<input type="checkbox"/>	<input type="checkbox"/>
2. Establish and maintain appropriate work relationships		Experience	Training
2.1	Effective communication and interpersonal skills are used to ensure all workplace interactions contribute to achievement of organisational objectives and promotion of the community services industry	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Workplace relations reflect consideration of the full range of individual and cultural differences	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Any issues related to the wellbeing of work colleagues are dealt with promptly and in accordance with organisational procedures	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Potential and actual conflicts in the workplace are handled to minimise disruption	<input type="checkbox"/>	<input type="checkbox"/>
3. Facilitate operation of the workgroup		Experience	Training
3.1	Active participation in all team processes is undertaken to ensure team objectives are met	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Individual responsibilities within the team are achieved to the identified standard and timeframe	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Individuals for whom the worker is responsible are informed of standards of workplace performance in an appropriate manner	<input type="checkbox"/>	<input type="checkbox"/>
3.4	The range of individual skills and knowledge are developed and utilised to enhance team performance	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Appropriate effort is applied to maximise effective communication and to ensure issues are resolved within the team, and conflict is resolved	<input type="checkbox"/>	<input type="checkbox"/>
4. Review and develop own performance		Experience	Training
4.1	Own performance is regularly monitored against workplans, organisational objectives and client needs	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Opportunities for formal and informal development of skills and knowledge are sought out and accessed to optimise performance	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

***RPL Granted for Unit 9 –CHCORG5B***

- Yes
- No
- Further Info Req.

**Comments:**

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

# RPL Assessment Sheet – Unit 10

## CHCCS12A

### Develop a service delivery strategy

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

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

<b>1. Assess eligibility to access the service</b>		<b>Experience</b>	<b>Training</b>
1.1	Determination as to whether the clients can articulate needs is sought where appropriate from family, other carers or other workers	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Information is collected to facilitate client information and assessment	<input type="checkbox"/>	<input type="checkbox"/>
1.3	The client's abilities to carry out activities of daily living are observed and level of assistance required is assessed and documented	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Clinical records and/or case history are consulted	<input type="checkbox"/>	<input type="checkbox"/>
1.5	The client's family, friends and other services are consulted where appropriate	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Information is provided to the clients and the clients carer to facilitate an informed choice</b>		<b>Experience</b>	<b>Training</b>
2.1	The clients and carers are informed of the range of services available	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Other services are referred to as appropriate	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Options are identified in consultation with the person/carer and other relevant services	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Strategy is determined with the client and relevant workers</b>		<b>Experience</b>	<b>Training</b>
3.1	Expectations and needs of the client are discussed with the person and relevant carers and documented	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Assessment of other workers is obtained as relevant	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Service is analysed as to what it can provide and where referral to other services may be appropriate	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Priorities of the clients are established and documented	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Individual service delivery strategy is determined and documented	<input type="checkbox"/>	<input type="checkbox"/>
3.6	Case manager is established and documented	<input type="checkbox"/>	<input type="checkbox"/>
3.7	Overall service provision to the client is agreed	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Identify the potential safety risks and minimise risk of injury</b>		<b>Experience</b>	<b>Training</b>
4.1	The risk factors for the clients in relation to priority of needs, the environment and possible consequences, are considered and the service planned accordingly	<input type="checkbox"/>	<input type="checkbox"/>
4.2	The impact of confusion and mental health and other factors which may impact on well being of the client is assessed and documented in relation to their safety	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Any indicators of violence are noted and documented	<input type="checkbox"/>	<input type="checkbox"/>
4.4	The potential consequences of the client behaviour are considered and strategies implemented to prevent accidents as appropriate	<input type="checkbox"/>	<input type="checkbox"/>
4.5	Any potential risks for self and other care providers are assessed and service provision is planned accordingly	<input type="checkbox"/>	<input type="checkbox"/>
4.6	The risks for family carers and others involved are assessed and documented	<input type="checkbox"/>	<input type="checkbox"/>
4.7	Unusual circumstances that may indicate risk are investigated and reported	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

***RPL Granted for Unit 10 – CHCCS12A***

- Yes
- No
- Further Info Req.

**Comments:**

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

# RPL Assessment Sheet – Unit 11

## CHCCS3C

### Coordinate the provision of services and programs

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

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

1. Identify programs and service requirements to meet client needs		Experience	Training
1.1	Information on the client is used to target service provision for clients and to enable quality service to be provided	<input type="checkbox"/>	<input type="checkbox"/>
1.2	The needs of clients are investigated according to organisational procedures	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Procedures are established and applied to monitor, assess and report client satisfaction with service delivery	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Appropriate interaction and consultation with clients is undertaken to monitor changing needs so they can be addressed	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
1.5	Advice or services are sought from other workers or agencies as required		
2. Develop and implement programs for meeting client needs		Experience	Training
2.1	Appropriate planning is undertaken to ensure client needs are met	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Mechanisms are put in place to ensure client service information is recorded, maintained and applied to future client dealings so service developments are well informed and appropriate	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Required programs are developed	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Review of client services reflects consultation with clients and other relevant people	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Client service delivery upholds the reputation of the organisation, addresses individual differences of clients and meets duty of care responsibility	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2.6	Problems in addressing client needs are identified and addressed in accordance with organisational procedures	<input type="checkbox"/>	<input type="checkbox"/>
2.7	All relevant documentation relating to clients and the service delivery is maintained and communicated in accordance with organisational procedures	<input type="checkbox"/>	<input type="checkbox"/>
2.8	The provision of client service is within procedural and legislative requirements and maintains high standards of delivery	<input type="checkbox"/>	<input type="checkbox"/>
2.9	Provision of services from other workers or agencies is sought as required	<input type="checkbox"/>	<input type="checkbox"/>
2.10	Strategies and opportunities to meet the needs of aged people are facilitated and developed according to organisational policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>
2.11	Individual differences, rights, needs and preferences are facilitated within programs	<input type="checkbox"/>	<input type="checkbox"/>
2.12	Special needs are incorporated in the development of programs and services	<input type="checkbox"/>	<input type="checkbox"/>
2.13	The needs of clients are communicated to carers and other workers as appropriate	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2.14	Appropriate program resources are made available		

<b>3. Review and monitor programs</b>		<b>Experience</b>	<b>Training</b>
3.1	Changes to client service is within policy and budgetary frameworks	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Training is undertaken as required to enable the implementation of appropriate means to meet changing client needs and community expectations	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Specified aspects of the service or service delivery are modified as needed to meet changing client and service requirements	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Changes to client service is within procedural and legislative requirements and maintains high standards of delivery	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Appropriate planning is undertaken to ensure client needs are met	<input type="checkbox"/>	<input type="checkbox"/>
3.6	Required programs are developed	<input type="checkbox"/>	<input type="checkbox"/>
3.7	Referrals to external services are made as appropriate	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

***RPL Granted for Unit 11 – CHCCS3C***

- Yes
- No
- Further Info Req.

**Comments:**

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

# RPL Assessment Sheet – Unit 12

## CHCCS301A: 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>	<b>Experience</b>	<b>Training</b>
1.1 All work reflects an understanding of the legal responsibilities and obligations of the work role	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Key statutory and regulatory requirements relevant to the work role are demonstrated	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Duty of care responsibilities are fulfilled in the course of practice	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Responsibility is accepted for own actions	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Confidentiality is maintained	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Where possible the agreement of the client is sought prior to providing services	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Follow the organisation's policies and practices.</b>	<b>Experience</b>	<b>Training</b>
2.1 Work is performed within organisational policies, protocols and procedures	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Contribution is made to the review and development of policies and protocols	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Work is undertaken within position specifications/role responsibilities	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Clarification is sought when unsure of scope of practice as defined by position description	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Clarification is sought of unclear instructions	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Work ethically.</b>	<b>Experience</b>	<b>Training</b>
3.1 The rights of the client are protected when delivering services	<input type="checkbox"/>	<input type="checkbox"/>
3.2 The ability to use effective problem solving techniques when exposed to competing value systems is demonstrated	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Services are delivered to all clients regardless of personal values, beliefs and attitudes	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Potential ethical issues and ethical dilemmas in the workplace are recognised and discussed with an appropriate person	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Unethical conduct is recognised and reported to an appropriate person	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Recognise and respond when the client's rights and interests are not being protected.</b>	<b>Experience</b>	<b>Training</b>
4.1 The client and/or their advocate/s is supported to identify and express their concerns	<input type="checkbox"/>	<input type="checkbox"/>
4.2 The client and/or their advocate/s is referred to advocacy services as appropriate	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Organisational policy and protocols are followed when managing a complaint	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Witnessed signs consistent with financial, physical, emotional, sexual abuse and neglect of the client are recognised and reported to an appropriate person	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Understanding of the role and responsibilities of legal guardians is demonstrated	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

**RPL Granted for Unit 12 – CHCCS301A**

- Yes
- No
- Further Info Req.

**Comments:**

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

# RPL Assessment Sheet – Unit 13

## CHCCS402A: Respond holistically to client issues

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

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

<b>1. Evaluate the range of issues impacting on the client and on the delivery of appropriate services.</b>		Experience	Training
1.1	Identify indicators of harm, neglect, abuse or risk of harm including for children and young people	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Use observations, assessment tools and questioning to identify possible presenting issues	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Seek information from a range of appropriate sources to determine the range of issues that may be affecting the client within organisation's policies and procedures regarding autonomy, privacy and confidentiality	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Apply organisational procedures for collecting and analysing client information	<input type="checkbox"/>	<input type="checkbox"/>
1.5	Examine all client information to determine the degree to which other issues may impact on the possible services that can be provided by the organisation	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Determine the course of action to be followed.</b>		Experience	Training
2.1	Assess the level of risk to the client and others directly involved including family members and for children and young people	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Follow organisational procedures, legal requirements and duty of care obligation in responding to indicators of risk of abuse, neglect or harm including for children and young people	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Check the services the organisation delivers against the range of client needs to be addressed	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Refer client appropriately following organisational protocols, policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Apply accepted procedures to evaluate the benefit to the client of referral to another service	<input type="checkbox"/>	<input type="checkbox"/>
2.6	Evaluate the benefits of providing a brief intervention in facilitating the client to access other services	<input type="checkbox"/>	<input type="checkbox"/>
2.7	Apply accepted procedures to evaluate the option of bringing in specialist support and continuing to work with the client	<input type="checkbox"/>	<input type="checkbox"/>
2.8	Provide the client with resources, such as written and verbal information, appropriate to their stage of change and actions to be followed	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Establish interpersonal relationship with the client that will enable all issues to be addressed.</b>		Experience	Training
3.1	Facilitative communication skills are utilised to assist the client to identify areas of concern, to prioritise areas for immediate and longer term action and to determine options for action and workable strategies to address their priority areas	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Define boundaries and use communication skills that will establish a trusting and respectful relationship	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Assist client to develop their own action plans to address their circumstances	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Relevant information is shared with the client about services available, options, and health and well being issues to assist them in determining a course of action	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Work with the client to set personal goals and explore personal strategies, to identify a hierarchy of strategies including contingency plans	<input type="checkbox"/>	<input type="checkbox"/>

3.6	Work with the client to identify and plan for potential consequences of their decisions	<input type="checkbox"/>	<input type="checkbox"/>
3.7	Implement procedures to ensure all services and responses to the client comply with duty of care and accepted standards of ethical behaviour	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Provide a brief intervention as required.</b>		<b>Experience</b>	<b>Training</b>
4.1	Assess a client's need for intervention and the type of brief intervention required	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Use brief intervention strategies which match the client's stage of change	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Implement appropriate procedures to prevent escalation of any potential emergency or crisis situation	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Respond appropriately to emergencies and crisis situations according to organisation procedures and in accordance with duty of care responsibilities	<input type="checkbox"/>	<input type="checkbox"/>
4.5	Comply with cultural obligations which influence the use of brief intervention with particular clients	<input type="checkbox"/>	<input type="checkbox"/>
4.6	Employ strategies to motivate, support and encourage the client	<input type="checkbox"/>	<input type="checkbox"/>
4.7	Current needs and sources of assistance are identified, and support given as appropriate	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Respond appropriately to people who are vulnerable and at significant risk including children and young people.</b>		<b>Experience</b>	<b>Training</b>
5.1	Apply appropriate information collection mechanisms and assessment tools to establish the degree of risk, neglect or harm	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Assess the priority need for intervention	<input type="checkbox"/>	<input type="checkbox"/>
5.3	Implement appropriate procedures to prevent escalation of any potential emergency or crisis situation	<input type="checkbox"/>	<input type="checkbox"/>
5.4	Respond appropriately to emergencies and crisis situations according to organisation procedures and in accordance with duty of care	<input type="checkbox"/>	<input type="checkbox"/>
5.5	Follow relevant State/Territory legislation, organisations policies and procedures and duty of care obligations and legislative requirements in responding to indicators of actual or potential risk of abuse, neglect or harm	<input type="checkbox"/>	<input type="checkbox"/>
<b>6. Evaluate effectiveness of services provided to meet client needs.</b>		<b>Experience</b>	<b>Training</b>
6.1	Client's progress or outcomes are reviewed regularly in accordance with organisational procedures and in consultation with clients, carers, case managers and other service providers	<input type="checkbox"/>	<input type="checkbox"/>
6.2	Ensure client's file notes are complete, up to date and include the client's stage of decision making on each occasion	<input type="checkbox"/>	<input type="checkbox"/>
6.3	Implement reflective practice strategies to ensure feedback is sought and incorporated in services delivery	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

**RPL Granted for Unit 3– CHCCS402A**

- Yes
- No
- Further Info Req.

**Comments:**

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

# RPL Assessment Sheet – Unit 14

## CHCORG25B

### Recruit and coordinate volunteers

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

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

<b>1. Develop effective leadership role</b>		<b>Experience</b>	<b>Training</b>
1.1	The role, responsibilities and parameters for exercising influence are identified and negotiated with key people in the organisation and community to ensure support	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Authority and accountability are established according to organisation's guidelines and community requirements	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Factors which will have an impact on leadership style and role are assessed and addressed in the development of individual and organisational practice	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Provide direction</b>		<b>Experience</b>	<b>Training</b>
2.1	Consultation structures are developed and maintained to provide support for coordinated planning and decision making	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Strategic alliances with key people are developed and maintained to maximise personal and organisational effectiveness	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Effective communication and interpersonal skills are routinely modelled and promoted	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Appropriate continuous improvement processes are implemented to ensure ongoing effectiveness of work	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Promote community work and maintain quality performance</b>		<b>Experience</b>	<b>Training</b>
3.1	The factors which influence the effectiveness of performance are researched and analysed	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Strategies for promoting the effectiveness of community work are developed and implemented	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Strategies for developing and maintaining quality performance are researched and established	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Performance standards and requirements are developed, negotiated, promoted and used to guide organisational and personal work delivery	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Implementation of changes in practices, policies and procedures is negotiated and promoted to gain support	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Identify the need and roles for volunteers in the organisation</b>		<b>Experience</b>	<b>Training</b>
4.1	Potential roles for volunteers are identified	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Roles are discussed and agreed upon by management	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Role descriptions are developed	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Processes for support of volunteers are identified	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Recruit volunteers</b>		<b>Experience</b>	<b>Training</b>
5.1	Volunteers are sought through advertising in relevant media and community networks	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Interviews with potential volunteers are arranged and completed	<input type="checkbox"/>	<input type="checkbox"/>
5.3	Selections are made and management advised	<input type="checkbox"/>	<input type="checkbox"/>
5.4	Successful volunteers are advised of their selection	<input type="checkbox"/>	<input type="checkbox"/>
5.5	Where necessary, a waiting list of appropriate applicants is maintained	<input type="checkbox"/>	<input type="checkbox"/>
5.6	An on-going recruitment program is implemented as required	<input type="checkbox"/>	<input type="checkbox"/>

<b>6. Orientate volunteers to organisation</b>		<b>Experience</b>	<b>Training</b>
6.1	Volunteers are provided with an orientation to the organisation	<input type="checkbox"/>	<input type="checkbox"/>
6.2	Training for specific role is provided in a manner appropriate to the needs and resources of the organisation	<input type="checkbox"/>	<input type="checkbox"/>
<b>7. On-going support of volunteers is provided</b>		<b>Experience</b>	<b>Training</b>
7.1	Regular meetings of volunteers are established	<input type="checkbox"/>	<input type="checkbox"/>
7.2	A review of roles and performance is regularly undertaken	<input type="checkbox"/>	<input type="checkbox"/>
7.3	Individual support and debriefing is provided when necessary	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

***RPL Granted for Unit 14 – CHCORG25B***

- Yes
- No
- Further Info Req.

**Comments:**

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

# RPL Assessment Sheet – Unit 15

## CHCCS405A:

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

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

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

<b>1. Apply an awareness of culture as a factor in all human behaviour.</b>	<b>Experience</b>	<b>Training</b>
1.1 Work practices followed are culturally appropriate	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Work practices followed create a culturally and psychologically safe environment for all persons	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Work practices are reviewed and modified in consultation with persons from diverse cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Contribute to the development of relationships based on cultural diversity.</b>	<b>Experience</b>	<b>Training</b>
2.1 Respect for cultural diversity is demonstrated in all communication and interactions with clients, colleagues and customers	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Specific strategies are used to eliminate bias and discrimination in dealing with clients and co-workers	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Communicate effectively with culturally diverse persons.</b>	<b>Experience</b>	<b>Training</b>
3.1 Respect for cultural diversity is demonstrated in all communication with clients, their families, staff, customers and others	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Communication is used constructively to develop and maintain effective relationships, mutual trust and confidence	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Where language barriers exist, efforts are made to communicate in the most effective way possible	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Assistance is sought from interpreters or other persons as required	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Resolve cross-cultural misunderstandings.</b>	<b>Experience</b>	<b>Training</b>
4.1 Issues that may cause conflict are identified	<input type="checkbox"/>	<input type="checkbox"/>
4.2 If difficulties or misunderstandings occur, cultural differences are considered	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Effort is made to sensitively resolve differences, taking account of cultural considerations	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Difficulties are addressed with appropriate people and assistance sought when required	<input type="checkbox"/>	<input type="checkbox"/>

**For Office use only:**

**RPL Granted for Unit 15 – CHCCS405A**

- Yes
- No
- Further Info Req.

**Comments:**

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