



Certificate IV
in
Community Service Work

AICS
NTIS: CHC40708 QLD

**Recognition of Prior Learning
and**

Credit Transfer

Application Kit

Name: _____ *Student No.:* _____

Address: _____

_____ *State:* _____ *P/Code:* _____

Phone: BH: (_____) _____ *Mobile:* _____

Table of Contents

Page

Guidelines for Recognition of Prior Learning Application	3
Who can apply for Recognition of Prior Learning?	3
What is Recognition of Prior Learning?	3
How is Recognition of Prior Learning assessed?	3
What is Credit Transfer?	3
How much will it cost?	4
How do I make an application for Recognition of Prior Learning or Credit Transfer?	4
What you NEED to compile for your supporting documents	5
How should I set out my application?	6
What happens after I've submitted my application?	7
Unit 1 CHCCS400A Work within a relevant legal and ethical framework	12
Unit 2 CHCCS411A Work effectively in the community sector	14
Unit 3 HLTOHS300A Contribute to OHS processes	17
Unit 4 HLTHIR403B Work effectively with culturally diverse clients and co-workers	19
Unit 5 CHCCOM403A Use targeted c communication skills to build relationships	21
Unit 6 CHCCD412A Work within a community development framework	23
Unit 7 CHCORG405C Maintain an effective work environment	25
Unit 8 CHCCS412D Deliver and develop client services	27
Unit 9 CHCCS403B Provide brief intervention	29
Unit 10 CHCCM402D Establish and monitor a case plan	31
Unit 11 CHCCS422A Respond holistically to client issues and refer appropriately	33
Unit 12 CHCAD401D Advocate for clients	35
Unit 13 CHCGROUP403D Plan and conduct group activities	37
Unit 14 CHCCHILD401A Identify and respond to children and young people at risk	39

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 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 Certificate IV in Community Service 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 Certificate IV in Community Service Work;

Unit 1 CHCCS400A	Work within a relevant legal and ethical framework	Unit 8 CHCCS412D	Deliver and develop client services
Unit 2 CHCCS411A	Work effectively in the community sector	Unit 9 CHCCS403B	Provide brief intervention
Unit 3 HLTOHS300A	Contribute to OHS processes	Unit 10 CHCCM402D	Establish and monitor a case plan
Unit 4 HLTHIR403B	Work effectively with culturally diverse clients and co-workers	Unit 11 CHCCS422A	Respond holistically to client issues and refer appropriately
Unit 5 CHCCOM403A	Use targeted communication skills to build relationships	Unit 12 CHCAD401D	Advocate for clients
Unit 6 CHCCD412A	Work within a community development framework	Unit 13 CHCGROUP403D	Plan and conduct group activities
Unit 7 CHCORG405C	Maintain an effective work environment	Unit 14 CHCCHILD401A	Identify and respond to children and young people at risk

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.

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 AICS 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 relevant legal and ethical framework

Student Name: _____ Student No: _____

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

4. Recognise and respond when client <i>rights</i> and interests are not being protected	Experience	Training
4.1 Support the client and/or their advocate/s to identify and express their concerns	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4.2 Refer client and/or their advocate/s to advocacy services if appropriate	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Follow identified policy and protocols when managing a complaint	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Recognise witnessed signs consistent with financial, physical, emotional, sexual abuse and neglect of the client and report to an appropriate person as required		
4.5 Recognise and respond to cultural/linguistic religious diversity, for example providing interpreters where necessary	<input type="checkbox"/>	<input type="checkbox"/>

For Office use only:

RPL Granted for Unit 1 – CHCCS400A

- Yes
- No
- Further Info Req.

Comments:

RPL Assessor: _____ **Signature:** _____ **Date:** _____

RPL Assessment Sheet – Unit 2

CHCCS411A: Work effectively in the community sector

Student Name: _____

Student No: _____

1. Work ethically		Experience	Training
1.1	Follow ethical guidelines in decision-making in all work undertaken with an awareness of potential ethical complexity in own work role	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Reflect understanding and compliance with the principles of duty of care and legal responsibilities in all work undertaken	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Refer any breach or non adherence to standard procedures or adverse event to appropriate personnel	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Maintain confidentiality of any client matter in line with <i>organisation policy</i> and procedure, regulatory requirements and/or code of practice	<input type="checkbox"/>	<input type="checkbox"/>
1.5	Show respect for rights and responsibilities of others through considered application of work practices	<input type="checkbox"/>	<input type="checkbox"/>
1.6	Reflect current working knowledge and understanding of <i>employee and employer rights and responsibilities</i> in all work undertaken	<input type="checkbox"/>	<input type="checkbox"/>
1.7	Recognise, avoid and/or address any conflict of interest	<input type="checkbox"/>	<input type="checkbox"/>
2. Communicate effectively in a community work or service delivery setting		Experience	Training
2.1	Develop, review and revise personal skills in communication as an ongoing priority to address work role requirements	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Exercise caution in communicating personal information by oral and written means to ensure confidentiality of client and staff matters	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Routinely apply workplace protocols and procedures in all workplace communication to support accuracy and understanding of information provided and received	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Recognise individual and cultural differences and make any adjustments in communication needed to facilitate the achievement of identified outcomes	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Conduct interpersonal communication with <i>clients</i> and colleagues in a manner that enhances a <i>person-centred</i> or community-centred approach consistent with work role requirements	<input type="checkbox"/>	<input type="checkbox"/>
2.6	Take appropriate measures to resolve conflict and interpersonal differences in the workplace	<input type="checkbox"/>	<input type="checkbox"/>
3. Work effectively within the community services system		Experience	Training
3.1	Develop knowledge of <i>different sectors</i> involving community work and/or service delivery and how inter-relationships between these sectors affect own work	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Work with awareness of the roles of various organisations involved in community work and/or service delivery	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Demonstrate respect for workers from different sectors, levels and agencies within the industry	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Gain and maintain awareness of current issues influencing community work and/or service delivery, including issues for Aboriginal and Torres Strait Islander peoples	<input type="checkbox"/>	<input type="checkbox"/>

4. Demonstrate commitment to relevant values and philosophy underpinning work in the sector	Experience	Training
4.1 Demonstrate consideration and understanding of the underpinning values and philosophy of the sector and the work area	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Demonstrate a commitment to <i>access and equity principles</i> in work in the sector	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Identify personal values and attitudes and take into account when implementing work activities	<input type="checkbox"/>	<input type="checkbox"/>
5. Maintain work standards	Experience	Training
5.1 Identify relevant organisation policies and procedures relating to awards, standards and legislative <i>requirements of own work role</i> and clarify any uncertainties with appropriate personnel	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Contribute to <i>identifying and implementing improved work practices</i>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Comply with relevant accreditation and standards applying to work undertaken	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Demonstrate understanding and focus on achieving organisation goals and objectives in all work undertaken	<input type="checkbox"/>	<input type="checkbox"/>
5.5 Respond positively to changes to improve work practices and procedures in accordance with organisation requirements	<input type="checkbox"/>	<input type="checkbox"/>
5.6 Identify <i>issues requiring mandatory notification</i> and report to supervisor and/or an appropriate authority	<input type="checkbox"/>	<input type="checkbox"/>
5.7 Reflect and identify own scope of practice within each work context	<input type="checkbox"/>	<input type="checkbox"/>
6. Take responsibility for personal skill development	Experience	Training
6.1 Seek advice from appropriate persons on areas for skill and knowledge development	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Identify options for accessing relevant skill development opportunities and initiate action in consultation with manager	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Undertake designated skill and knowledge development and maintenance activities of the organisation	<input type="checkbox"/>	<input type="checkbox"/>
6.4 Identify and prioritise personal work goals in accordance with organisation requirements	<input type="checkbox"/>	<input type="checkbox"/>
7. Reflect on own practice	Experience	Training
7.1 Undertake self-evaluation in conjunction with supervisors and/or peers	<input type="checkbox"/>	<input type="checkbox"/>
7.2 Provide and receive open and evaluative feedback to and from co-workers	<input type="checkbox"/>	<input type="checkbox"/>
7.3 Actively seek constructive feedback relevant to work role and accept it non-defensively	<input type="checkbox"/>	<input type="checkbox"/>

For Office use only:

RPL Granted for Unit 2- CHCCS411A

- Yes
- No
- Further Info Req.

Comments:

RPL Assessor: _____ **Signature:** _____ **Date:** _____

RPL Assessment Sheet – Unit 3

HLTOHS300A: Contribute to OHS processes

Student Name: _____

Student No: _____

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

5. Participate in the control of emergency situations		Experience	Training
5.1	Identify <i>emergency signals and alarms</i> and responded to them appropriately	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Take initial action to control/confine emergency according to organisation procedures, and taking account of the nature and scope of the emergency	<input type="checkbox"/>	<input type="checkbox"/>
5.3	Implement emergency response procedures within scope of training and competence	<input type="checkbox"/>	<input type="checkbox"/>

For Office use only:

RPL Granted for Unit 3 – HLTOHS300A

- Yes
- No
- Further Info Req.

Comments:

RPL Assessor: _____ **Signature:** _____ **Date:** _____

RPL Assessment Sheet – Unit 4

HLTHIR403B:

Work effectively with culturally diverse clients and co-workers

Student Name: _____

Student No: _____

1. Reflect cultural awareness in <i>work practice</i>	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"/>
2. Accept <i>cultural diversity</i> as a basis for effective work place and professional relationships	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"/>
3. Communicate effectively with culturally diverse persons	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"/>
4. Resolve cross-cultural misunderstandings	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"/>
4.4 Make an effort to sensitively resolve differences, taking account of cultural considerations	<input type="checkbox"/>	<input type="checkbox"/>
4.5 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 4- HLTHIR403B

- Yes
- No
- Further Info Req.

Comments:

RPL Assessor: _____ **Signature:** _____ **Date:** _____

RPL Assessment Sheet – Unit 5

CHCCOM403A

Use targeted communication skills to build relationships

Student Name: _____

Student No: _____

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

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

For Office use only:

RPL Granted for Unit 5 – CHCCOM403A

- Yes
- No
- Further Info Req.

Comments:

RPL Assessor: _____ **Signature:** _____ **Date:** _____

RPL Assessment Sheet – Unit 6

CHCCD412A:

Work within a community development framework

Student Name: _____

Student No: _____

1. Operate within a community development framework		Experience	Training
1.1	Reflect a current working knowledge and understanding of community development vision and mission in work undertaken	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Reflect through <i>work</i> , a commitment to working with 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	Underpin work with a commitment to the <i>principles of community development</i>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Demonstrate understanding of the interrelationships of the needs and rights of the individual, the family, the community and society	<input type="checkbox"/>	<input type="checkbox"/>
1.5	Reflect through work, a demonstrated understanding of the impact of current and changing social, political and economic contexts	<input type="checkbox"/>	<input type="checkbox"/>
1.6	Work in a manner which reflects the impact of worker's own value base and values within a community development framework	<input type="checkbox"/>	<input type="checkbox"/>
2. Distinguish between private and public issues arising in community development work		Experience	Training
2.1	Employ appropriate interpersonal skills to hear individual stories and distinguish between private and public issues	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Identify the individual's willingness to engage in a public process to bring about change and facilitate the move from private concern to public action	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Provide <i>appropriate referrals</i> to assist people to deal with personal issues	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Ensure all work reflects and meets duty of care responsibilities	<input type="checkbox"/>	<input type="checkbox"/>
3. Work with groups to achieve <i>community development outcomes</i>		Experience	Training
3.1	Contribute to analysis of community needs	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Identify shared community needs within the public <i>group processes</i>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Identify <i>appropriate strategies</i> with the group in order to ensure community issues are addressed	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Identify community structures and resources available to groups to maximise outcomes for groups	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Provide advice and information to groups and individuals as required to ensure they are fully informed about relevant issues and opportunities	<input type="checkbox"/>	<input type="checkbox"/>
4. Work effectively with diversity in the community		Experience	Training
4.1	Ensure all work reflects a commitment to the principles of access and equity	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Ensure all work reflects respect and understanding of individual differences	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Ensure all work reflects recognition of the positive contribution of diversity in the community	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Adapt inclusive work processes that enhance people's participation	<input type="checkbox"/>	<input type="checkbox"/>

For Office use only:

RPL Granted for Unit 6 – CHCCD412A

- Yes
- No
- Further Info Req.

Comments:

RPL Assessor: _____ **Signature:** _____ **Date:** _____

RPL Assessment Sheet – Unit 7

CHCORG405C: Maintain an effective work environment

Student Name: _____

Student No: _____

1. Work to achieve identified outcomes		Experience	Training
1.1	Define and agree own work roles and responsibilities with appropriate people	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Develop and implement work plans to ensure: <ul style="list-style-type: none"> - desired outcomes are achieved - objectives are met - agreed timeframes are met - compliance with relevant <i>guidelines and procedures</i> - contingencies are managed - duty of care responsibilities are met - ethical practice - the work of the organisation is promoted 	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Where appropriate to work role, incorporate understanding of relevant legislation and awards into workplace practices and decisions	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Where relevant to work role, provide unpaid workers and others with appropriate training, briefing and supervision	<input type="checkbox"/>	<input type="checkbox"/>
1.5	Where problems arise in meeting work plans, take appropriate action to re-negotiate or seek assistance	<input type="checkbox"/>	<input type="checkbox"/>
2. Establish and maintain appropriate work relationships		Experience	Training
2.1	Use effective communication and interpersonal skills to ensure all workplace interactions contribute to achievement of organisation objectives and promotion of the community services industry	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Demonstrate consideration of the full range of individual and cultural differences in workplace relations	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Deal with any issues related to well being of work colleagues promptly and in accordance with organisation procedures	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Handle potential and actual conflicts in the workplace to minimise disruption	<input type="checkbox"/>	<input type="checkbox"/>
3. Facilitate operation of the workgroup		Experience	Training
3.1	Actively participate in all <i>team</i> processes to ensure team objectives are met	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Ensure individual responsibilities within team are achieved to identified standards and timeframes	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Appropriately inform individuals for whom you are responsible of workplace performance standards	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Develop and use range of own skills and knowledge as required to enhance team performance	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Apply appropriate effort to maximise effective communication and to ensure resolution of issues within the team and conflict	<input type="checkbox"/>	<input type="checkbox"/>
4. Review and develop own performance		Experience	Training
4.1	Regularly monitor own performance against workplans, organisation objectives and client needs	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Seek out and access opportunities for formal and informal development of skills and knowledge to optimise performance	<input type="checkbox"/>	<input type="checkbox"/>

For Office use only:

RPL Granted for Unit 7 – CHCORG405C

- Yes
- No
- Further Info Req.

Comments:

RPL Assessor: _____ **Signature:** _____ **Date:** _____

RPL Assessment Sheet – Unit 8

CHCCS412D: Deliver and develop client services

Student Name: _____

Student No: _____

1. Target client services	Experience	Training
1.1 In identifying and assessing client needs, give due consideration to individual rights, relevant community requirements and the organisation statutory and legislative environment	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Establish and maintain client profiles in accordance with organisation and legislative requirements and use to monitor delivery of appropriate services	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Develop client service delivery plan to address client needs and rights, including aims and objectives, resourcing implications, evaluation strategies and contingency plans	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Identify and select appropriate client service to meet client needs within the scope of area of responsibility	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Implement a range of mechanisms to ensure regular client service feedback is sought to gauge levels of satisfaction	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Record and analyse client service feedback and report to appropriate personnel to ensure any problems are resolved and improvements implemented	<input type="checkbox"/>	<input type="checkbox"/>
1.7 Where client data and profiles indicate inability of the organisation to meet client needs, redesign services or refer <i>clients</i> to another organisation as required	<input type="checkbox"/>	<input type="checkbox"/>
2. Deliver client service	Experience	Training
2.1 Ensure dealings with clients are consistent with their needs and rights, with accepted practice and codes of conduct of the organisation and duty of care responsibilities	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Ensure service delivered to clients upholds relevant statutory and legislative requirements, the reputation of the organisation and the area of work	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Base client service delivery on accurate and up to date information about client, service options and the service being delivered	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Complete and maintain all appropriate documentation related to client service delivery according to organisation standards	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Implement strategies to ensure client services are routinely reviewed in the light of client needs and rights and organisation policies and capabilities, and implement remedial action as appropriate	<input type="checkbox"/>	<input type="checkbox"/>
3. Develop and promote client services	Experience	Training
3.1 Promote the service delivery of the organisation wherever opportunities arise	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Promote services to existing and/or potential clients to ensure that the details of the full range of services are understood	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Develop, document and promote a range of service options for clients to facilitate informed client access to services	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Assist clients to identify their needs and rights and select the best available service	<input type="checkbox"/>	<input type="checkbox"/>

For Office use only:

RPL Granted for Unit 8 – CHCCS412D

- Yes
- No
- Further Info Req.

Comments:

RPL Assessor: _____ **Signature:** _____ **Date:** _____

RPL Assessment Sheet – Unit 9

CHCCS403B: Provide brief intervention

Student Name: _____

Student No: _____

1. Explain what brief intervention is and how it can be effectively used	Experience	Training
1.1 Define <i>features of brief interventions</i> and give examples	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Explain <i>reasons for using brief interventions</i> , who can use them and when they may be appropriate	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Describe stages of behaviour change model, including elements of pre-contemplation, contemplation, action and maintenance	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Describe step by step process for undertaking brief interventions	<input type="checkbox"/>	<input type="checkbox"/>
2. Assess a client's need for intervention and the type of brief intervention required	Experience	Training
2.1 Assess client's need for intervention	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Elicit issue/s of concern and determine client's stage in his/her decision to change	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Identify <i>resources required to support the brief intervention</i>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Identify and plan appropriate brief intervention strategies to match client need	<input type="checkbox"/>	<input type="checkbox"/>
3. Practice and use <i>brief intervention strategies</i> which match a client's stage of change	Experience	Training
3.1 Raise awareness of the health issue with a client who is not contemplating change	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Conduct brief motivational interview with a client who is contemplating change	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Support client who expresses motivation to change in exploring choices, setting goals and identifying relapse prevention strategies	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Take opportunities to support and encourage a client who has made a change	<input type="checkbox"/>	<input type="checkbox"/>
3.5 For a client who has lapsed or relapsed into prior behaviour, identify current needs and sources of assistance, and give support as appropriate	<input type="checkbox"/>	<input type="checkbox"/>
4. Monitor brief intervention activities	Experience	Training
4.1 Keep notes are kept in the client's file in accordance with <i>organisation policies and procedures</i>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Ensure client's file notes include the client's stage of decision-making on each occasion	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Maintain confidentiality and security of information	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Regularly review client's progress or outcomes	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Discuss outcomes with the client in an appropriate manner	<input type="checkbox"/>	<input type="checkbox"/>
4.6 Discuss the use of brief intervention as a public health strategy with others in the organisation within the context of service evaluation procedures	<input type="checkbox"/>	<input type="checkbox"/>

For Office use only:

RPL Granted for Unit 9 – CHCCS403B

- Yes
- No
- Further Info Req.

Comments:

RPL Assessor: _____ **Signature:** _____ **Date:** _____

RPL Assessment Sheet – Unit 10

CHCCM402D

Establish and monitor a case plan

Student Name: _____

Student No: _____

1. Develop a case management plan	Experience	Training
1.1 Assess client needs in accordance with organisation procedures	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Collect <i>information</i> on a range of suitable interventions to address immediate, short and longer term needs of clients	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Undertake appropriate consultation with stakeholders to ensure issues and options for their resolution are explored thoroughly	<input type="checkbox"/>	<input type="checkbox"/>
1.1 Negotiate and agree common goals, objectives and processes with clients and stakeholders to ensure needs are addressed with statutory and organisation frameworks	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Explore a full range of options for addressing client and stakeholder needs and include in case management plan	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Ensure processes for monitoring achievement of goals, timeframes and resourcing are agreed in the planning stage	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Define roles, responsibilities and accountabilities for clients, stakeholders, workers and service providers	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Negotiate and agree processes for appeal and for the termination and/or renegotiation of intervention and include in the plan	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Identify relevant family, community, cultural and ideological <i>considerations</i> and address in the case plan	<input type="checkbox"/>	<input type="checkbox"/>
2. Define plan implementation procedures	Experience	Training
2.1 Implement practical arrangements to support clients and stakeholders	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Define negotiable and non negotiable aspects of the intervention and implement processes to ensure they are maintained	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Negotiate and agree ongoing case management processes with clients and stakeholders	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Where appropriate, develop and agree contracts with external service providers and accurately reflect timing and resourcing constraints	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Implement procedures to ensure information sharing between key stakeholders is facilitated	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Implement procedures to ensure progress of specialist client service delivery is monitored in accordance with agreed procedures, against defined performance indicators	<input type="checkbox"/>	<input type="checkbox"/>
2.7 Define, and implement where necessary,	<input type="checkbox"/>	<input type="checkbox"/>
3. Establish review and evaluation systems	Experience	Training
3.1 Negotiate case plan with supervisor	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Set up appropriate evaluation processes for ongoing implementation of the plan	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Complete all relevant reporting procedures in accordance with organisation requirements	<input type="checkbox"/>	<input type="checkbox"/>

For Office use only:

RPL Granted for Unit 10 – CHCCM402D

- Yes
- No
- Further Info Req.

Comments:

RPL Assessor: _____ **Signature:** _____ **Date:** _____

RPL Assessment Sheet – Unit 11

CHCCS422A:

Respond holistically to client issues and refer appropriately

Student Name: _____

Student No: _____

1. Establish interpersonal relationship with client	Experience	Training
1.1 Define boundaries and use communication skills that will establish a trusting and respectful relationship	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Utilise facilitative communication skills 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"/>
1.3 Share relevant information with client about options and services available to enable them to make informed decisions	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify the range of issues impacting on the client and assess client needs	Experience	Training
2.1 Identify <i>indicators of harm, neglect, abuse or risk of harm</i>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Use observations, assessment tools and questioning to identify possible <i>presenting issues</i>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Seek information from a range of <i>appropriate sources</i> to determine the range of issues that may be affecting the client within <i>organisation policies and procedures</i> regarding autonomy, privacy and confidentiality	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Apply <i>organisation procedures for collecting and analysing client information</i>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Examine <i>all client information</i> 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"/>
3. Analyse and assess information to determine appropriate course of action to be followed	Experience	Training
3.1 Assess the level of risk to the client and others directly involved using tools approved or adopted by the organisation	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Follow organisation procedures and address <i>legal requirements and duty of care obligations</i> in <i>responding to indicators of risk of abuse, neglect or harm</i>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Identify and prioritise client's current needs and available sources of Assistance	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Identify organisation's capacity to meet range of client needs to be addressed	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Apply accepted procedures to assess the option of bringing in <i>specialist support</i> and continuing to work with the client	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Share relevant information with client about options and services available to enable them to make informed decisions	<input type="checkbox"/>	<input type="checkbox"/>
3.7 Provide the client with resources as appropriate 3.8 Follow relevant State/territory legislation, organisation 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"/>

4. Refer client to other services to provide coordinated support		Experience	Training
4.1	Identify a client's need for support <i>internal and external</i> to the agency	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Implement <i>appropriate procedures to address potential emergency or crisis situation</i>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Comply with cultural obligations when working with clients	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Work with the client and <i>significant others</i> where relevant to motivate, support and encourage the client	<input type="checkbox"/>	<input type="checkbox"/>
4.5	Identify current needs and source	<input type="checkbox"/>	<input type="checkbox"/>
5. Review effectiveness of services provided to meet client needs		Experience	Training
5.1	Review outcomes in accordance with organisation procedures and in consultation with clients, carers and significant others, case managers and other service providers	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Complete <i>document/s</i> as required and in line with organisation procedures	<input type="checkbox"/>	<input type="checkbox"/>

For Office use only:

RPL Granted for Unit 11 – CHCCS422A

- Yes
- No
- Further Info Req.

Comments:

RPL Assessor: _____ **Signature:** _____ **Date:** _____

RPL Assessment Sheet – Unit 12

CHCAD401D: Advocate for clients

Student Name: _____

Student No: _____

1. Assist clients to identify their rights and represent their own needs	Experience	Training
1.1 Assist client to identify their own needs and rights and to determine if their rights are being infringed or are not being met	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Undertake an assessment with the client, and if necessary with significant others and colleagues to identify client's ability to advocate for self	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Provide client with information about available options for meeting their needs and assist them to identify their preferred option, and to make contact and negotiate with relevant people and agencies where appropriate	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Ensure information provided to clients about client rights and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>
2. Advocate on behalf of clients on request	Experience	Training
2.1 Initiate, negotiate and implement relevant strategies for addressing client needs	<input type="checkbox"/>	<input type="checkbox"/>
2.2 On request from the client and in on-going consultation with the client, identify and contact the most appropriate individuals or organisations and represent the client's point of view clearly to optimise outcomes for the client	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Ensure information is kept in confidence unless authorisation is given to release it	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Discuss progress and outcomes with the client and take further action as necessary	<input type="checkbox"/>	<input type="checkbox"/>
3. Advocate for clients	Experience	Training
3.1 Where assessment indicates the client requires <i>advocacy</i> support:	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Raise issues with the most appropriate person/ people in a way that upholds the rights and supports reasonable expectations of the client	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Initiate and implement strategies for addressing client needs in consultation with appropriate personnel	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Identify and redress potential conflict of interest	<input type="checkbox"/>	<input type="checkbox"/>

For Office use only:

RPL Granted for Unit 12 – CHCAD401D

- Yes
- No
- Further Info Req.

Comments:

RPL Assessor: _____ **Signature:** _____ **Date:** _____

RPL Assessment Sheet – Unit 13

CHCGROUP403D Plan and conduct group activities

Student Name: _____

Student No: _____

1. Address resourcing issues for group activities		Experience	Training
1.1	Plan group activities, including consideration of: - the purposes, defined according to the identified needs of the client group - the human, financial and physical <i>resources</i> required	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Where required resources are not immediately and readily available, make appropriate submissions to potential sources of assistance and resources	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<i>Ensure formal submissions meet requirements</i> of funding guidelines and organisation principles and practice	<input type="checkbox"/>	<input type="checkbox"/>
2. Coordinate a group planning process		Experience	Training
2.1	Actively seek opportunities for collaborative planning and promotion of group activities with clients and solicit, analyse and prioritise information about group's needs and expectations	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Negotiate the purpose of group activities with the group in a manner that gives sufficient time and space for individuals to articulate their ideas and wishes and create opportunity for input to ownership of group processes	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Translate purpose of proposed group activity into a set of aims and objectives	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Analyse potential impact on group operation of the values and beliefs of both worker and client and clarify with those involved in planning and implementing group activities	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Deal with contributions and suggestions to group planning processes so as to promote continued participation	<input type="checkbox"/>	<input type="checkbox"/>
2.6	Design group strategies that promote effective group operation and take into account specific characteristics of clients who will participate in the activity or program	<input type="checkbox"/>	<input type="checkbox"/>
3. Manage group processes including responding to conflict		Experience	Training
3.1	Promote opportunities for open dialogue and active listening between group members	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Encourage and model sensitivity to participants, regardless of their gender, culture, ethnicity, subculture, sexuality and ability	<input type="checkbox"/>	<input type="checkbox"/>
3.3	When conflict threatens or arises: - Implement strategies to prevent it within own role, power and capacity - Identify and reinforce the outcomes of positive conflict - Clarify and confirm relevant principles and practices of conflict resolution and seek agreement to implement them - Encourage acknowledgment of respective rights and responsibilities and perceptions of all participants within the conflict situation	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Offer opportunity to all participants for debriefing, <i>support</i> , mediation, consultation and facilitation throughout conflict resolution processes	<input type="checkbox"/>	<input type="checkbox"/>

4. Evaluate group activities	Experience	Training
4.1 Ensure aims and objectives of the group activity provide the basis for evaluation and feedback	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Seek feedback from all group participants on leadership style, group process, achievement of objectives, other achievements and areas for development	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Document evaluation data according to organisation procedures and distribute to relevant people	<input type="checkbox"/>	<input type="checkbox"/>

For Office use only:

RPL Granted for Unit 13 – CHCGROUP403D

- Yes
- No
- Further Info Req.

Comments:

RPL Assessor: _____ **Signature:** _____ **Date:** _____

RPL Assessment Sheet – Unit 14

CHCCHILD401A: Identify and respond to children and young people at risk

Student Name: _____

Student No: _____

1. Implement work practices which support the protection of children and young people		Experience	Training
1.1	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"/>
1.2	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"/>
1.3	Comply with <i>lawful instructions, regulations</i> and duty of care in all work activities	<input type="checkbox"/>	<input type="checkbox"/>
1.4	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"/>
1.5	Employ communication and information gathering techniques with children and young people in accordance with current recognised good practice	<input type="checkbox"/>	<input type="checkbox"/>
1.6	Ensure decisions and actions taken are within own level of responsibility, work role and legislative requirements	<input type="checkbox"/>	<input type="checkbox"/>
1.7	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 1.9 Provide an appropriate <i>response</i> as determined by organisation procedures, legal and work role obligations	<input type="checkbox"/>	<input type="checkbox"/>
2. Report indications of possible risk of harm		Experience	Training
2.1	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"/>
2.2	Promptly report risk of harm indicators accordance with statutory and organisation procedures	<input type="checkbox"/>	<input type="checkbox"/>
2.3	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"/>
3.1	Recognise indicators for potential ethical concerns when working with children and young people	<input type="checkbox"/>	<input type="checkbox"/>
3.2	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 1 – CHCCHILD401A

- Yes
- No
- Further Info Req.

Comments:

RPL Assessor: _____ **Signature:** _____ **Date:** _____