



Certificate III
in
Community Service Work

AICS
NTIS: CHC30802 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 III 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 III 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 III in Community Service Work;

Unit 1 CHCCOM2B	Communicate appropriately with clients and colleagues	Unit 8 CHCCS8A	Provide first point of contact
Unit 2 CHCCD12D	Apply a community development framework	Unit 9 CHCCS301A	Work within a legal and ethical framework
Unit 3 CHCORG3B	Participate in the work environment	Unit 10 CHCCS402A	Respond holistically to client issues
Unit 4 CHCOHS301A	Participate in workplace safety procedures	Unit 11 CHCCS401A	Facilitate cooperative behaviour
Unit 5 CHCADMIN5C	Work within the administration protocols of the organisation	Unit 12 CHCCS405A	Work effectively with culturally diverse clients and co-workers
Unit 6 BSBCM206A	Process and maintain workplace information	Unit 13 CHCAD1C	Advocate for clients
Unit 7 CHCINF2B	Maintain organisation's information systems		

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

CHCCOM2B: Communicate appropriately with clients and colleagues

Student Name: _____ Student No: _____

1. Exercise effective communication techniques.	Experience	Training
1.1 All forms of communication with clients and colleagues reflect an understanding and respect for individual differences and needs	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Self introduction occurs appropriately	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Communication is clear and relevant to situation/activities undertaken	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Touch and other non verbal means of communication are used as appropriate	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Advice about communication difficulties with clients or colleagues is sought and obtained from supervisor/appropriate person and implemented	<input type="checkbox"/>	<input type="checkbox"/>
2. Follow routine instructions.	Experience	Training
2.1 Workplace instructions are carried out within agreed time frames	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Clarification in understanding work instructions is sought, when required	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Difficulties in carrying out instructions are referred to supervisor or appropriate person	<input type="checkbox"/>	<input type="checkbox"/>
3. Complete reports as required.	Experience	Training
3.1 Reports are completed to the standard expected in the workplace	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Reports are completed within identified time frames	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Reports are clear and accurate	<input type="checkbox"/>	<input type="checkbox"/>

For Office use only:

RPL Granted for Unit 1 – CHCCOM2B

- 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: _____

1. Operate within a community development framework.		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"/>
2. Work with groups to achieve community development outcomes.		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"/>
3. Address individual issues arising when working within a community development framework.		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"/>

4. Work effectively with diversity in the community.		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	<input type="checkbox"/>	<input type="checkbox"/>
4.3	All work reflects recognition of the positive contribution of diversity in the community	<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 1 – CHCCD12D

- Yes
- No
- Further Info Req.

Comments:

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

RPL Assessment Sheet – Unit 3

CHCORG3B: Participate in the work environment

Student Name: _____

Student No: _____

1. Contribute to the effective operation of the workgroup.		Experience	Training
1.1	Job responsibilities of the worker and their contribution to service delivery is identified	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Work is carried out within defined job role and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Assistance and direction is sought and obtained as required	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Work complements that of others according to policies and rules of workplace practice	<input type="checkbox"/>	<input type="checkbox"/>
1.5	Activities are completed to the standard expected in the workplace	<input type="checkbox"/>	<input type="checkbox"/>
1.6	Carries out set tasks in a positive and courteous manner	<input type="checkbox"/>	<input type="checkbox"/>
1.7	Resources needed to carry out own work duties are identified	<input type="checkbox"/>	<input type="checkbox"/>
1.8	Shortages of resources are dealt with according to organisational practices	<input type="checkbox"/>	<input type="checkbox"/>
1.9	Work area is kept well organised and safe in accordance with relevant standards/policies	<input type="checkbox"/>	<input type="checkbox"/>
2. Review and develop own work performance.		Experience	Training
2.1	Own work is monitored according to requirements for job quality and customer service	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Work requirements unable to be met are reported to supervisor	<input type="checkbox"/>	<input type="checkbox"/>
2.3	A need for additional support to improve performance is communicated clearly to supervisor/appropriate person	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Need for training is reported to supervisor, if required	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Where appropriate, training is undertaken	<input type="checkbox"/>	<input type="checkbox"/>
2.6	Support and supervision opportunities are undertaken as required	<input type="checkbox"/>	<input type="checkbox"/>
3. Work cooperatively with others.		Experience	Training
3.1	Problem solving is used when necessary so that work is completed according to organisational policies and practices	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Workplace relationships respect individual differences of workers	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Work with others reflects understanding and application of the value of cultural differences and diversity	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Different roles and responsibilities are identified and respected	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Displays appropriate behaviour in the workplace likely to promote cooperation	<input type="checkbox"/>	<input type="checkbox"/>
3.6	Information is shared with others in order to complete set activities	<input type="checkbox"/>	<input type="checkbox"/>
3.7	Conflicts in the workplace are reported to supervisor	<input type="checkbox"/>	<input type="checkbox"/>
4. Contribute to the development of policies, practices and structures of an organisation.		Experience	Training
4.1	Concerns regarding administrative policies, practices and procedures are reported to supervisor	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Concerns regarding job responsibilities are reported to supervisor	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Information, ideas and suggestions are provided to supervisor when requested	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Participate in staff meetings/working groups, if required	<input type="checkbox"/>	<input type="checkbox"/>

For Office use only:

RPL Granted for Unit 3 – CHCORG3B

- Yes
- No
- Further Info Req.

Comments:

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

RPL Assessment Sheet – Unit 4

CHCOHS301A: Participate in workplace safety procedures

Student Name: _____

Student No: _____

1. Identify hazards and assess risk.		Experience	Training
1.1	Identify hazards in the work area and during the performance of workplace duties.	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Assess level of risk.	<input type="checkbox"/>	<input type="checkbox"/>
2. Follow procedures and strategies for risk control.		Experience	Training
2.1	Report hazards in the work area to designated personnel according to workplace procedures	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Follow workplace procedures and work instructions for assessing and controlling risks with minimal supervision	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Whenever necessary, within the scope of responsibilities and competencies, follow workplace procedures for dealing with hazards and incidents, fire and/or other emergencies.	<input type="checkbox"/>	<input type="checkbox"/>
3. Contribute to OHS in the workplace.		Experience	Training
3.1	Describe employee rights regarding consultation on OHS matters	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Raise task and/or job specific OHS issues with appropriate people in accordance with workplace procedures and relevant OHS legislative requirements	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Contribute to participative arrangements for OHS management in the workplace within organisational procedures and the scope of responsibilities and competencies	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Provide feedback to supervisor on hazards in work area in line with organisational OHS policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Provide support in implementing procedures to control risks in accordance with organisational procedures	<input type="checkbox"/>	<input type="checkbox"/>

For Office use only:

RPL Granted for Unit 4 – CHCOHS301A

- Yes
- No
- Further Info Req.

Comments:

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

RPL Assessment Sheet – Unit 5

CHCADMIN5C:

Work within the administration protocols of the organisation

Student Name: _____

Student No: _____

1. Complete workplace forms and documents.	Experience	Training
1.1 Select appropriate form for purpose	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Complete workplace forms and documents in accordance with organisational protocol and procedure	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Follow organisational protocols and procedures for the submission of personal documents	<input type="checkbox"/>	<input type="checkbox"/>
2. Store and maintain organisational information.	Experience	Training
2.1 Information is kept in accordance with organisational guidelines	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Access to information is provided to appropriate individuals	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Confidentiality and security of information is maintained	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Breaches of confidentiality are reported to appropriate person	<input type="checkbox"/>	<input type="checkbox"/>
3. Use and maintain equipment and machines.	Experience	Training
3.1 Equipment appropriate to the task is selected and used according to organisational procedures and manufactures' instructions	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Storage and disposal of equipment and materials is done in accordance with organisational procedures	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Issues and problems arising from the operation of equipment are dealt with in accordance with organisational protocol	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Training to use particular equipment is undertaken as needed	<input type="checkbox"/>	<input type="checkbox"/>
4. Manage inquiries in accordance with organisational policy and protocol.	Experience	Training
4.1 Inquiries are responded to promptly according to established procedures	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Verbal and written messages are taken and distributed in accordance with organisational protocols	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Communication equipment is utilised in accordance with organisational protocols	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Appropriate telephone techniques are utilised	<input type="checkbox"/>	<input type="checkbox"/>

For Office use only:

RPL Granted for Unit 5 – CHCADMIN5C

- Yes
- No
- Further Info Req.

Comments:

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

RPL Assessment Sheet – Unit 6

BSBCMN206A: Process and maintain workplace information

Student Name: _____

Student No: _____

1. Collect information.	Experience	Training
1.1 Collection of information is timely and relevant to organisational needs	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Business equipment/technology available in the work area is used to obtain information effectively	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Organisational requirements relating to security and confidentiality are applied to information handling	<input type="checkbox"/>	<input type="checkbox"/>
2. Process workplace information.	Experience	Training
2.1 Business equipment/technology is used to process information in accordance with organisational requirements	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Information is processed in accordance with defined timeframes, guidelines and procedures	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Information is updated, modified and filed in accordance with organisational requirements	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Information is collated and despatched in accordance with specified timeframes and organisational requirements	<input type="checkbox"/>	<input type="checkbox"/>
3. Maintain information systems.	Experience	Training
3.1 Information and filing systems are maintained in accordance with organisational requirements	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Inactive or dead files are identified, removed and/or relocated in accordance with organisational requirements	<input type="checkbox"/>	<input type="checkbox"/>
3.3 New files are established and assembled in accordance with organisational requirements	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Reference and index systems are updated in accordance with organisational requirements	<input type="checkbox"/>	<input type="checkbox"/>

For Office use only:

RPL Granted for Unit 6 – BSBCMN206A

- Yes
- No
- Further Info Req.

Comments:

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

RPL Assessment Sheet – Unit 7

CHCINF2B: Maintain organisation’s information systems

Student Name: _____

Student No: _____

1. Maintain accurate records.		Experience	Training
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"/>
2. Handle organisational correspondence.		Experience	Training
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"/>
3. Provide information as required.		Experience	Training
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 7 – CHCINF2B

- Yes
- No
- Further Info Req.

Comments:

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

RPL Assessment Sheet – Unit 8

CHCCS8A: Provide first point of contact

Student Name: _____

Student No: _____

1. Greet and observe client.		Experience	Training
1.1	Client is listened to and acknowledged in a pleasant and accepting way	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Distressed people are responded to in a relaxed and calm manner	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Observations about client are reported to appropriate persons within the organisation	<input type="checkbox"/>	<input type="checkbox"/>
2. Collect routine information from the client.		Experience	Training
2.1	Identifying information is collected and documented in accordance with organisational procedures	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Reasons for contact with the service are discussed with client in accordance with organisational procedures	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Client confidentiality is maintained in accordance with organisational policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Client rights and responsibilities are explained and observed in accordance with organisational policy	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify priority of need for service.		Experience	Training
3.1	Client is referred to appropriate persons according to urgency and nature of need and organisational guidelines	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Personal safety of self, client and others is assessed in accordance with organisational procedures and policies and within own role	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Assistance is sought as appropriate	<input type="checkbox"/>	<input type="checkbox"/>
4. Provide information to clients about the service and other relevant services.		Experience	Training
4.1	Client is provided with current, relevant and culturally appropriate information on the service and other relevant services and what each provides	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Clients are assisted to contact other agencies/services as appropriate to obtain further information	<input type="checkbox"/>	<input type="checkbox"/>

For Office use only:

RPL Granted for Unit 8 – CHCCS8A

- Yes
- No
- Further Info Req.

Comments:

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

RPL Assessment Sheet – Unit 9

CHCCS301A: Work within a legal and ethical framework

Student Name: _____

Student No: _____

1. Demonstrate an understanding of legislation and common law relevant to work role.	Experience	Training
1.1 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"/>
2. Follow the organisation's policies and practices.	Experience	Training
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"/>
3. Work ethically.	Experience	Training
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"/>
4. Recognise and respond when the client's rights and interests are not being protected.	Experience	Training
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 9 – CHCCS301A

- Yes
- No
- Further Info Req.

Comments:

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

RPL Assessment Sheet – Unit 10

CHCCS402A: Respond holistically to client issues

Student Name: _____

Student No: _____

1. Evaluate the range of issues impacting on the client and on the delivery of appropriate services.		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 organisations 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"/>
2. Determine the course of action to be followed.		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"/>
3. Establish interpersonal relationship with the client that will enable all issues to be addressed.		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"/>
4. Provide a brief intervention as required .		Experience	Training
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"/>
5. Respond appropriately to people who are vulnerable and at significant risk including children and young people.		Experience	Training
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"/>
6. Evaluate effectiveness of services provided to meet client needs.		Experience	Training
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 10 – CHCCS402A

- Yes
- No
- Further Info Req.

Comments:

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

RPL Assessment Sheet – Unit 11

CHCCS401A: Facilitate cooperative behaviour

Student Name: _____

Student No: _____

1. Monitor behaviour of the client.		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"/>
2. Use communication strategies to de-escalate conflict.		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"/>
3. Respond to unacceptable behaviour.		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 11 – CHCCS401A

- Yes
- No
- Further Info Req.

Comments:

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

RPL Assessment Sheet – Unit 12

CHCCS405A:

Work effectively with culturally diverse clients and co-workers

Student Name: _____

Student No: _____

1. Apply an awareness of culture as a factor in all human behaviour.	Experience	Training
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"/>
2. Contribute to the development of relationships based on cultural diversity.	Experience	Training
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"/>
3. Communicate effectively with culturally diverse persons.	Experience	Training
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"/>
4. Resolve cross-cultural misunderstandings.	Experience	Training
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 12 – CHCCS405A

- Yes
- No
- Further Info Req.

Comments:

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

RPL Assessment Sheet – Unit 13

CHCAD1C: Advocate for clients

Student Name: _____

Student No: _____

1. Assist clients to identify their rights and represent their own needs.		Experience	Training
1.1	Client is assisted 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	An assessment is undertaken with the client, significant others and colleagues to identify client's ability to advocate for self	<input type="checkbox"/>	<input type="checkbox"/>
1.3	The client is provided with information about available options for meeting their needs and assisted 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	Information about client rights and responsibilities provided to clients is researched, relevant and timely	<input type="checkbox"/>	<input type="checkbox"/>
2. Advocate on behalf of clients on request.		Experience	Training
2.1	Relevant strategies for addressing client needs are initiated, negotiated and implemented	<input type="checkbox"/>	<input type="checkbox"/>
2.2	On request from the client and in on-going consultation with the client, the most appropriate individuals or organisations are identified and contacted and the client's point of view is represented clearly to optimise outcomes for the client	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Information is kept in confidence unless authorisation is given to release it	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Progress and outcomes are discussed with the client and further action taken as necessary	<input type="checkbox"/>	<input type="checkbox"/>
3. Advocate for clients.		Experience	Training
3.1	Where assessment indicates the client requires advocacy support:	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Issues are raised with the most appropriate person/people in a way that upholds the rights and supports the reasonable expectations of the client	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Strategies for addressing client needs are initiated and implemented in consultation with appropriate personnel	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Potential conflict of interest is identified and redressed	<input type="checkbox"/>	<input type="checkbox"/>

For Office use only:

RPL Granted for Unit 13 – CHCADICA

- Yes
- No
- Further Info Req.

Comments:

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