4Life College

Recognition of Prior Learning (RPL) and Course Credit (CT) Candidate Guide

Qualifications

- CHC33015 Certificate III in Individual Support

A guide to recognition of prior learning for students

'This is a modified document based on materials prepared by Innovation and Business Skills Australia Ltd, the original of which can be found on the IBSA website http://www.ibsa.org.au.'

Contents

Introduction

The course provides a Nationally Recognised Training qualification for individuals who want to work in the community services sector, in aged, disability or home and community care. To adequately prepare graduates for the work place the course has been designed to include a selection of elective units to meet current industry demands, and through careful selection of these electives the qualification ensures graduates of 4Life College are equipped with the knowledge and skills to work competently in their field.

National qualifications and skill sets ensure that skills and knowledge is formally recognised at a national level.

They do this by undertaking what is called recognition of prior learning (RPL) – a process that involves producing evidence of the skills and knowledge they already have, so that registered training organisations (RTOs) offering national qualifications can determine where they are equivalent to what is being taught.

Credit Transfer (CT) is also offered for units of competency that have been successfully completed at any RTO.

The aim of this guide is to help experienced childcare workers put together the evidence they need to apply for RPL and CT to be awarded a Statement of Attainment for the units outlined below in:

- CHC33015 Certificate III in Individual Support.

These units of competency from the CHC Community Services Training Package, HLT Health Training Package and BSB Business Services Training Package meet industry requirements for providing training to individuals in a community services environment.

Candidates may be awarded RPL/CT for individual units of competency, complete modules or full qualifications. Candidates must be aware that some modules are delivered holistically, and as such, RPL of partial modules may not always be possible.
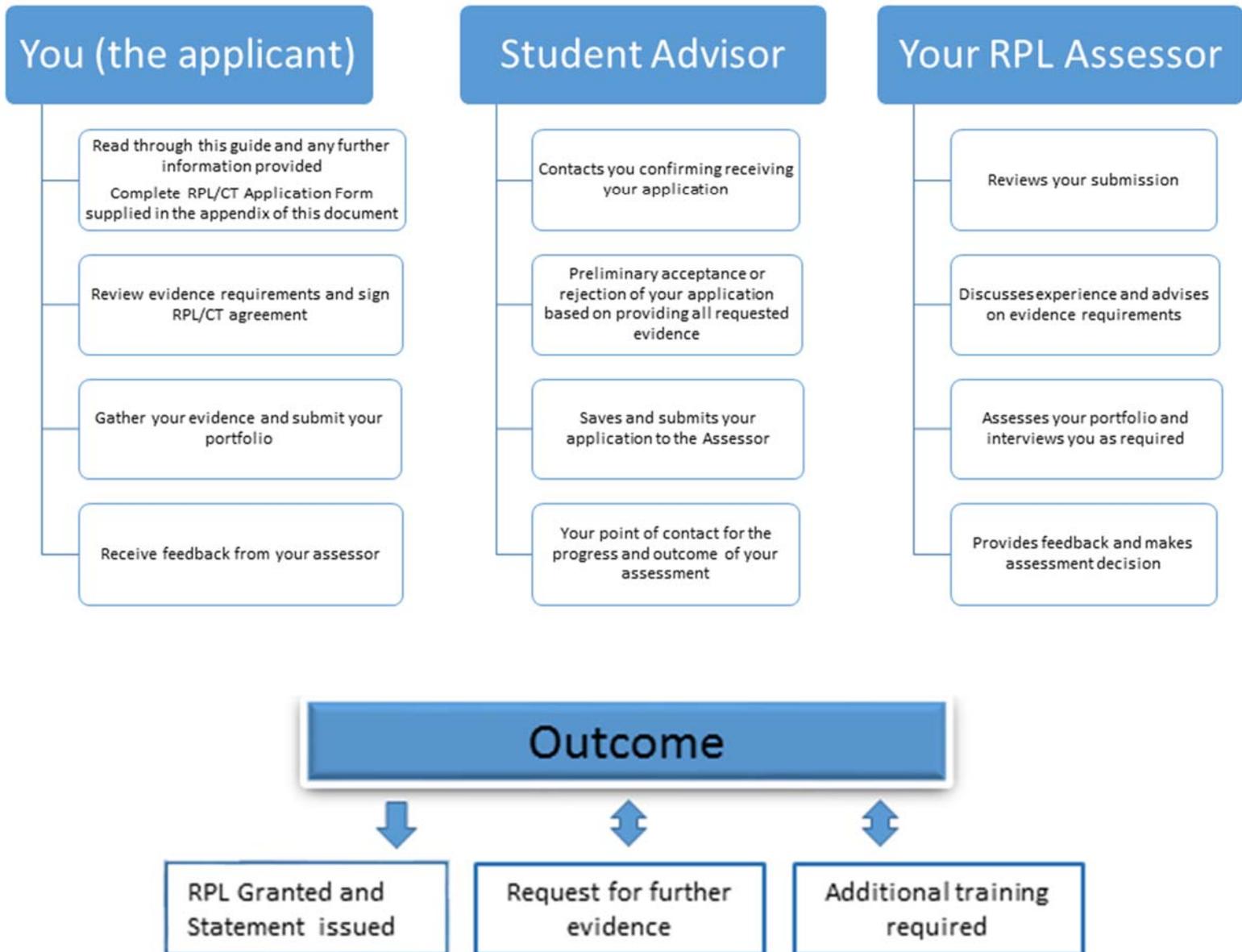
Modules and Units of Competency

The following tables show a list of the units of competency as they are delivered in modules in each qualification.

CHC33015 Certificate III in Individual Support

The following units, make up the Certificate III in Individual Support. Students may elect EITHER the Disability or Ageing stream from the units below.

Unit Code	Unit of Competency Name	Field
CHCCCS015	Provide individualised support	Core
CHCCCS023	Support independence and wellbeing	Core
CHCCOM005	Communicate and work in health and community services	Core
CHCDIV001	Work with diverse people	Core
CHCLEG001	Work legally and ethically	Core
HLTAAP001	Recognise healthy body systems	Core
HLTWHS002	Follow safe work practices for direct client care	Core
HLTAID003	Provide first aid	Elective
HLTINF001	Comply with infection prevention and control policies and procedures	Elective
Ageing Stream		
CHCAGE001	Facilitate the empowerment of older people	Group A (Ageing)
CHCAGE005	Provide support to people living with dementia	Group A (Ageing)
CHCCCS011	Meet personal support needs	Group A (Ageing)
CHCAGE002	Implement falls prevention strategies	Elective
Disability Stream		
CHCDIS001	Contribute to ongoing skills development using a strengths-based approach	Group B (Disability)
CHCDIS002	Follow established person-centred behaviour supports	Group B (Disability)
CHCDIS003	Support community participation and social inclusion	Group B (Disability)
CHCDIS007	Facilitate the empowerment of people with disability	Group B (Disability)

The RPL and CT Process

You (the applicant)

- Read through this guide and any further information provided
- Complete RPL/CT Application Form supplied in the appendix of this document

- Review evidence requirements and sign RPL/CT agreement

- Gather your evidence and submit your portfolio

- Receive feedback from your assessor

Student Advisor

- Contacts you confirming receiving your application

- Preliminary acceptance or rejection of your application based on providing all requested evidence

- Saves and submits your application to the Assessor

- Your point of contact for the progress and outcome of your assessment

Your RPL Assessor

- Reviews your submission

- Discusses experience and advises on evidence requirements

- Assesses your portfolio and interviews you as required

- Provides feedback and makes assessment decision

Outcome

- RPL Granted and Statement issued
- Request for further evidence
- Additional training required

How to Submit an RPL/CT Application

Course Credit Procedure

1. Complete the RPL/CT Application Form in <u>Appendix 5</u> – RPL and CT Application Form.
2. Collate your evidence to support your application, using this guide to assist you.
3. Submit the Application Form and evidence via email. All evidence must be scanned as per scanning requirements below.
4. The initial application fee will be processed upon receiving your application as per your payment details on the application form.
5. Your application will then be assessed based on the evidence submitted. If the evidence submitted in the application is not deemed adequate in terms of authenticity, validity, reliability, currency or sufficiency, the assessor may request further evidence. Further training may also be required.
6. The student will be advised of the outcome of the application via email.
7. The outcome will include a summary of relevant fees payable based on the number of modules/UOCs successfully exempted and the requirements for further assessment. These fees must be paid before the RPL assessment can be proceed further.
8. The student must sign their outcome agreement.
9. The student record will be updated according to the outcome of the application.
10. If the student does not agree with the outcome of the application, the student has the right to appeal using ALG's appeals process.

Document and Scanning Requirements

Please attach scanned copies of academic transcripts, course outlines, diplomas, degrees or other certifications. All documents must be in English. Translated documents must be from an authorised translation service.

Requirements of scanned documents:

- Documents must be scanned from the original documents. Scans from a photocopy or a faxed copy are not acceptable
- Documents must be scanned in colour
- Applicants must ensure no portion of the document is missing (look out for page numbers)
- Documents must be scanned at the original size. If the document is larger than A4 then the document should be scanned in A4 sized portions without size reduction
- If the document has markings or text on both sides e.g. a registration number then both sides must be scanned
- File size of any single document should not exceed 3MB
- ALG reserves the right to view original versions, conduct authenticity checks, of any scanned documents which accompany your application at any stage of the process.

Tips for Application

- <u>Details must be provided,</u> not just certificates or transcripts. Unless you provide certificates from another registered training organisation, certificates do not contain the detail needed to assess your training. Please provide detailed content of the studies you have undertaken and your experience.
- Details need to include hours of study for each unit and date/year studied
- Current competency – this requires that your skills have been used in the last 2-3 years. If you have studied more than 4+ years ago, you must provide evidence of current competency i.e. you have been working in that field and your skills are still current.
- Allow a minimum of 10 working days needed to review documents
- Review the competency list provided – and outline where your training covers these areas.

Fees

A non-refundable administration fee of $85 per course will apply when you lodge your application.

The RPL fee payable will be determined by the assessment requirements, training requirements and the number of modules or units exempted.

The purpose of RPL is to reduce the time and/or cost associated with training. Your RPL course fee will never exceed the cost of the course.

RPL course fees must be agreed upon and paid prior to the finalisation of the RPL process.

Evidence

In applying for RPL/CT, you will be assessed against the requirements of the units listed in the relevant qualification as outlined previously. Appendix 1 – Appendix 1 – Sample Unit of Competency – Care for Children contains a copy of one of these units. You may wish to access www.training.gov.au and search for every unit in the qualification to assist you with your submission. Alternatively, use the table below as a basis for collecting evidence, your RPL assessor will also guide you in this regard.

After submitting your application, the RTO may require a meeting with you to discuss your experience and to advise on the most appropriate evidence for you to present in light of your experience and particular circumstances. This will be summarised in the RPL/CT agreement mentioned in the above diagram.

Generally speaking, most requirements can be covered through two types of evidence.
1. Authenticated documentation.
2. Videos of you teaching classes. If the RTO happens to be nearby, you may be able to arrange for the assessor to observe you teaching classes. This would eliminate the need for video recordings.

This evidence will be supplemented by:
• information about your experience as in the industry that you have supplied on the RPL application form you submit to the RTO (e.g. a copy of your resume, payslips, workplace documents)
• how you respond to questions the assessor asks during interviews

Approach the RPL process as you would a job interview. In that situation you submit documentation, such as:
• your application, which addresses selection criteria
• your resume
• copies of your qualifications including transcripts
• examples of work you have done
• references from current and previous employers

The information you provide at the application stage may be enough to grant RPL. For example, if you have previously studied the same unit of competency. A student who holds a valid first aid certificate would not be required to undergo an interview and there would be no need to provide further evidence in this case.

Your RPL assessor may request an interview by phone or in person if required. This will involve answering questions about aspects of the job. This is your opportunity to expand on what you submitted in written form. The interviewer may also discuss other types of evidence that must be submitted to satisfy RPL assessment.

Key Principles of Evidence

The standards under which RTOs operate are very specific about the types of evidence that must be submitted to support your assessment. Evidence must satisfy ALL of the following points:

Evidence must be:

valid	• directly related to the unit of competency
sufficient	• covers everything in the unit of competency
	• shows competency over a period of time
	• shows competency in different contexts
current	• relates to experience in the past two to three years
authentic	• can be clearly identified as evidence of your own competence.

Remember: your assessor must be satisfied that your evidence satisfies each of the key principles of evidence. If it does not, your assessor will ask for further evidence or will be unable to grant the RPL.

A range of documentation developed by the candidate may be used to show evidence of requirements. It is important to remember that to satisfy the rules of evidence, more than one piece of evidence may be required to demonstrate competency.

Below is a list of the types of evidence that can be used, but this is by no means exhaustive:
- Third-party verification that documentation was developed by the candidate
- Response to questions during an assessor interview (phone, skype or in person)
- References (written or verbal) from current and/or previous employers
- Resources developed by the candidate and verified by a third party
- Observation of the candidate undergoing practical tasks (video or direct)
- Verification by third party that the candidate has undergone practical tasks or displayed relevant knowledge
- Documented self, peer or employer evaluations of candidate's performance
- Evaluation sheets completed by clients or third parties
- A Statement of Attainment for a unit that has been obtained through having completed an accredited course in the past two or three years
- Outlines, reports, documentation, programs or sessions that have been completed by the candidate.

Assessor interview

An interview may be conducted in person or by phone if required. In an interview, your assessor will be checking that you have the underpinning knowledge required by the units of competency. The good news is that many of the knowledge requirements are repeated across units.

Prior to meeting with your assessor, read through the required knowledge section of each unit of competency, as well as the elements and performance criteria and associated range statement. This will give you a clear picture of the underpinning knowledge required. Since your assessor will already have your documentary and video evidence, you may find questions that relate to those sections as well.

The RPL agreement

Once you have submitted your application and your first round of evidence, your assessor will provide you with a simple agreement that states:
- the supplementary evidence candidates must provide

- the timeframe for submitting evidence
- arrangements for the assessor interview (if needed) and other activities, such as video submission
- contact details for people who can authenticate documentary evidence that candidates provide
- cost to the candidate.

The Assessment Decision

Your assessor will make an assessment decision based on the evidence that you have provided. That decision may be:

1. Full RPL for the entire qualification (Statement of attainment issued)
2. Partial RPL for modules or units of competency within a qualification (Statement of attainment issued)
3. Request further information
4. Request further training
5. Require challenge tests to be completed

Right to Appeal

As with all assessment decisions, students have the right to appeal the assessment decision. The process for appeal is documented in the Student Handbook.

Reasonable adjustment

Reasonable adjustment in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a learner with a special need. A reasonable adjustment can be as simple as changing a written exam question to a question that is asked orally, or providing additional time for completion.

Reasonable adjustment must NOT affect the rigour or intent of the requirements of a unit of competency. For instance, if a unit requires students to complete a form, it would not be 'reasonable' to have them respond orally. Your RPL assessor will reasonably adjust any assessment where possible if you inform them of a special need to do so.

Outcome of Application

This process to identify whether there will be any credit given to the selected course/s will be completed within 10 working days.

If credit is given, a course credit document will be issued stating the components within the course that the student is exempt from completing.

If no credit is given, the candidate will be provided with information as to why the application was unsuccessful and advise the next steps to gaining the qualification.

Appendix 1 – Sample Unit of Competency – CHCCCS015 - Provide individualised support (Release 1)

This unit describes the skills and knowledge required to organise, provide and monitor support services within the limits established by an individualised plan. The individualised plan refers to the support or service provision plan developed for the individual accessing the service and may have many different names in different organisations.

This unit applies to workers who provide support under direct or indirect supervision in any community services or health context.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine support needs	1.1 Interpret and clarify own role in implementing individualised plan and seek appropriate support for aspects outside scope of own knowledge, skills or job role
	1.2 Confirm individualised plan details with the person and with family and carers when appropriate
	1.3 Ensure the person is aware of their rights and complaints procedures
	1.4 Work with the person to identify actions and activities that support the individualised plan and promote the person's independence and rights to make informed decision-making
	1.5 Prepare for support activities according to the person's individualised plan, preferences and organisation policies, protocols and procedures
2. Provide support services	2.1 Conduct exchanges with the person in a manner that develops and maintains trust
	2.2 Provide support according to the individualised plan, the person's preferences and strengths, and organisation policies, protocols and procedures
	2.3 Assemble equipment as and when required according to established procedures and the individualised plan
	2.4 Respect and include the family and/or carer as part of the support team
	2.5 Provide support according to duty of care and dignity of risk requirements
	2.6 Provide assistance to maintain a safe and healthy environment
	2.7 Provide assistance to maintain a clean and comfortable environment
	2.8 Respect individual differences to ensure maximum dignity and privacy when providing support
	2.9 Seek assistance when it is not possible to provide appropriate support

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
3. Monitor support activities	3.1 Monitor own work to ensure the required standard of support is maintained
	3.2 Involve the person in discussions about how support services are meeting their needs and any requirement for change
	3.3 Identify aspects of the individualised plan that might need review and discuss with supervisor
	3.4 Participate in discussion with the person and supervisor in a manner that supports the person's self determination
4. Complete reporting and documentation	4.1 Maintain confidentiality and privacy of the person in all dealings within organisation policy and protocols
	4.2 Comply with the organisation's informal and formal reporting requirements, including reporting observations to supervisor
	4.3 Identify and respond to situations of potential or actual risk within scope of own role and report to supervisor as required
	4.4 Identify and report signs of additional or unmet needs of the person and refer in accordance with organisation and confidentiality requirements
	4.5 Complete and maintain documentation according to organisation policy and protocols
	4.6 Store information according to organisation policy and protocols

Foundation Skills

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information
No equivalent unit.

Links
Companion volumes from the CS&HISC website -
http://companion_volumes.vetnet.education.gov.au/Pages/TrainingPackage.aspx?pid=7

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- used individualised plans as the basis for the support of 3 individuals

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- rationale and processes underpinning individualised support planning and delivery:
- basic principles of person-centred practice, strengths-based practice and active support
- documentation and reporting requirements
- roles and responsibilities of different people and the communication between them:
- carers and family
- person being supported
- health professionals
- individual workers
- supervisors
- service delivery models in the relevant sector
- legal and ethical requirements and how these are applied in an organisation and individual practice, including:
- privacy, confidentiality and disclosure
- duty of care
- dignity of risk
- human rights
- discrimination
- mandatory reporting
- work role boundaries – responsibilities and limitations
- factors that affect people requiring support
- practices that support skill maintenance and development
- indicators of unmet needs and ways of responding
- risk management considerations and ways to respond to identified risks

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
- individualised plans and equipment outlined in the plan
- infection control policies and procedures
- modelling of standard industry operating conditions and contingencies, including involvement of real people when using relevant equipment

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion volumes from the CS&HISC website - http://companion_volumes.vetnet.education.gov.au/Pages/TrainingPackage.aspx?pid=7

Appendix 2 – Sample RPL and CT Agreement and Outcome Letter

Candidate's Name:	*Caroline Carer*
Assessor's Name:	*Adam Assessor*
RPL fee payable	
Qualification/ Units of Competency assessed	*Partial Certificate III in Individual Support – units CHCDIS001, CHCCCS011 only*
Evidence Provided	*SOA for some units within Certificate III in Individual Support from Care College 7th December 2016*
Assessment decision by unit	*(see table below)*
Further evidence to be submitted	*No further evidence required, full CT for applicable units from Certificate III SOA. No further RPL granted as not applied for.*

Assessment decision by unit:

Unit Code	Unit of Competency Name	Field
CHCCCS015	Provide individualised support	NA
CHCCCS023	Support independence and wellbeing	NA
CHCCOM005	Communicate and work in health and community services	NA
CHCDIV001	Work with diverse people	NA
CHCLEG001	Work legally and ethically	NA
HLTAAP001	Recognise healthy body systems	NA
HLTWHS002	Follow safe work practices for direct client care	NA
HLTAID003	Provide first aid	NA
HLTINF001	Comply with infection prevention and control policies and procedures	NA
Ageing Stream		
CHCAGE001	Facilitate the empowerment of older people	NA
CHCAGE005	Provide support to people living with dementia	NA
CHCCCS011	Meet personal support needs	CT
CHCAGE002	Implement falls prevention strategies	NA
Disability Stream		
CHCDIS001	Contribute to ongoing skills development using a strengths-based approach	CT
CHCDIS002	Follow established person-centred behaviour supports	NA
CHCDIS003	Support community participation and social inclusion	NA
CHCDIS007	Facilitate the empowerment of people with disability	NA

CT = credit transfer
RPL = Recognition of Prior Learning
FE = Further evidence required
GT = Gap training
NA = Not part of application

Names and contact details for those who can authenticate documentation	Name and position: *Jan Smith* Company: *Care College (Issuing RTO)* Contact details: *1800 000 000*		
Assessor's signature:	*Adam Assessor*	Date:	17/07/17
The candidate has been supplied with the following information:	☑ Explanation of the RPL assessment process ☑ List of relevant UOCs ☑ An explanation of the evidence to be submitted ☑ An explanation of the right to appeal the final assessment decision ☑ The availability of reasonable adjustment for special needs if required		
By signing this agreement, you are agreeing that you have been provided with the information above and that you agree to pay the specified fee before the final RPL assessment commences.			
Candidate's signature:	*Caroline Carer*	Date:	18/07/17

Appendix 3 – RPL and CT Application Form

Personal Information

Name _____ DOB: _____

Address _____ P/Code: _____

Suburb _____

Phone   H _____ W _____ M _____

Email _____ Today's Date _____

How did you hear about us? _____

Select the course applying for course credit

Course Options

❑ CHC33015 Certificate III in Individual Support

Unique Student Identified (USI)

If you're studying nationally recognised training in Australia from 1 January 2015, you will be required to have a Unique Student Identifier (USI) that links to an online account that contains all your training records and results you complete from 1 January 2015 onwards. The USI is needed before a qualification can be issued.

Do you have a Unique Student Identifier (USI)?

❑ Yes - provide number | | | | | | | | | | |

❑ NO or NOT SURE - If you do not have a USI or not sure, we will automatically verify this for you and obtain one on your behalf using the personal information you have provided and as per conditions of enrolment.

Skills Recognition Program

Currently practicing support workers can apply to have their skills recognized by providing us with information about their experience with individual support in a formal setting. Please note, you will be required to provide evidence of this experience including, but not limited to:

- Letters from your employer which explain your role as a care worker

- Website details showing operational hours, therapies provided

- Relevant certification or qualifications

- Employment contracts

Depending on the nature and extent of your experience, skills recognition will determine the extent of course credit given.

Qualification or formal study in Individual Support

Education Provider	Name of Qualification	Dates Attended		Areas of Study
		From	**Until**	
❑				
❑				
❑				

Describe your experience with individual support work in a formal community services environment

_____

_____

_____

_____

Over the course of your individual support experience, estimate the total numbers of hours you would have performed tasks in a formal community services environment.

_____

_____

_____

_____

Recognition of Prior Learning and Course credit

Students may also gain course credit through recognition of prior learning or former structured learning, such as a previous qualification with a recognized care organization or registered training organization.

To help with the course credit process, students are required to identify the modules and Units of Competency (UOCs) that they are applying for course credit. Below is a list of the units of competency that are covered in the courses that ALG offers.

To complete the form below, students are required to tick the specific UOC they are applying for course credit and state the equivalent competencies or subject that they have studied. Students will need to provide evidence with this course credit application.

As the UOCs are clustered into modules, students must show evidence to support the entire group of UOCs in the module or the module must be undertaken.

Please note, ALG reserves the right to determine whether the knowledge within a competency has been fully achieved and whether course credit and/or RPL will be given.

List the Evidence to support your application:

Certificate III in Individual Support – CHC33015

Unit Code	Unit Title		Supporting Evidence
CHCCCS015	Provide individualised support	❑	
CHCCCS023	Support independence and wellbeing	❑	
CHCCOM005	Communicate and work in health and community services	❑	
CHCDIV001	Work with diverse people	❑	
CHCLEG001	Work legally and ethically	❑	
HLTAAP001	Recognise healthy body systems	❑	
HLTWHS002	Follow safe work practices for direct client care	❑	
HLTAID003	Provide first aid	❑	
AGEING STREAM			
CHCAGE001	Facilitate the empowerment of older people	❑	
CHCAGE005	Provide support to people living with dementia	❑	
CHCCCS011	Meet personal support needs	❑	

CHCAGE002	Implement falls prevention strategies	❑	
DISABILITY STREAM		❑	
CHCDIS001	Contribute to ongoing skills development using a strengths-based approach	❑	
CHCDIS002	Follow established person-centred behaviour supports	❑	
CHCDIS003	Support community participation and social inclusion	❑	
CHCDIS007	Facilitate the empowerment of people with disability	❑	

Course Credit Payment Method

Payment for course credit applications can be made via direct deposit or credit card. Please select the payment option which you would like to pay with:

Pay by ▶   ❑ Direct Deposit   ❑ Credit card

Payment Information

Credit Card Payment Details

Select Credit Card: ❑ Visa   ❑ MasterCard

Name card: _____

Card Number:

Expiry:

❑ By ticking this box I, _____ (credit card holder name) give permission for SOM to use the details.

Direct Deposit Payment Details

When making direct deposit ADD your Full Name as the reference.

Account name: Australian Learning Group Pty Ltd   *Account number:*   1019 8588   *BSB:* 062 032

By signing below, I declare that:

- I have been advised of the recognition assessment process and understand my rights and responsibilities as a recognition candidate.

- This portfolio is my own and contains no material written by another person except where due reference is made. I am aware that a false declaration may lead to the withdrawal of a qualification or statement of attainment.

- I have organised and named the files I am submitting according to the instructions provided and I am aware that 4Life College will not assess work that cannot be clearly identified and may request the work be resubmitted according to the correct process.

- I am aware that the 4Life College has a policy of checking the validity of qualifications that I submit as evidence as well as the qualifications/evidence of parties who verify my performance or observable skills. I give my consent for the 4Life College to contact these parties for verification purposes.

- I hereby give permission for 4Life College to contact any third party I have referenced for verification of my currency.

- I choose to be assessed at this time.

- I hereby consent to 4Life College making enquiries and verifying documents and qualifications submitted as part of this application.

- I expressly authorise issuing institutions and authorities, including private RTOs, TAFE institutions and universities to provide verification to 4Life College of qualifications and statements of attainment issued to me.

I _____ (applicant name) declare that the information that has been provided in this course credit application is true and accurate, and that I have submitted true copies of the original certificate and transcripts.

Signature: _____   Date: _____