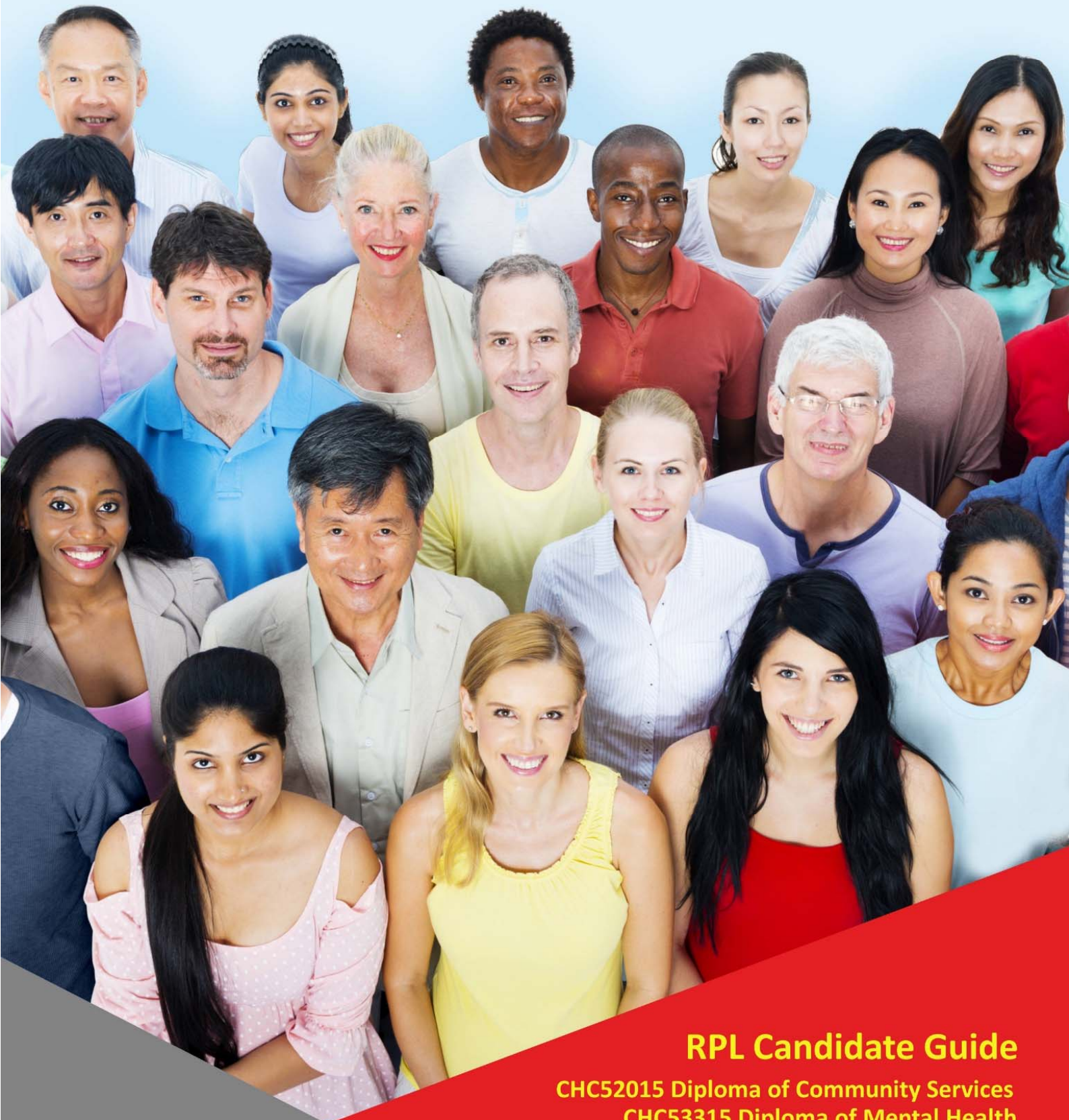


# 4Life College



## RPL Candidate Guide

CHC52015 Diploma of Community Services  
CHC53315 Diploma of Mental Health  
CHC51015 Diploma of Counselling

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

### Qualifications

- CHC52015 Diploma of Community Services
- CHC53315 Diploma of Mental Health
- CHC51015 Diploma of Counselling

### *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

Contents .....	2
Introduction.....	3
Modules and Units of Competency .....	4
The RPL and CT Process .....	6
How to Submit an RPL/CT Application .....	7
Fees.....	8
Evidence.....	8
Appendix 1 – Sample Unit of Competency – CHCDEV001 Confirm client developmental status.....	11
Appendix 2 – Sample RPL and CT Agreement and Outcome Letter .....	14
Appendix 3 – RPL and CT Application Form.....	15

## Introduction

The course provides a Nationally Recognised Training qualification for individuals who want to work in the community services sector, in mental health, counselling or community services. 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 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:

- CHC52015 Diploma of Community Services
- CHC53315 Diploma of Mental Health
- CHC51015 Diploma of Counselling

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.

### CHC52015 Diploma of Community Services

The following units, make up the Diploma of Community Services. These include both core and elective units which have been chosen in consultation with industry.

Unit Code	Unit of Competency Name	Field
CHCCOM003	Develop workplace communication strategies	Core
CHCDEV001	Confirm client developmental status	Elective
CHCCSL001	Establish and confirm the counselling relationship	Elective
CHCCSL007	Support clients in decision-making processes	Elective
CHCCSM005	Develop, facilitate and review all aspects of case management	Elective
CHCCS004	Assess co-existing needs	Elective
CHCDIV003	Manage and promote diversity	Core
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	Elective
CHCPRP003	Reflect on and improve own professional practice	core
HLTWHS004	Manage work health and safety	Core
CHCCS007	Develop and implement service programs	Core
CHCDEV002	Analyse impacts of sociological factors on clients in community work and services	Core
CHCCDE011	Implement community development strategies	Elective
CHCMGT005	Facilitate workplace debriefing and support processes	Core
CHCADV005	Provide systems advocacy services	Elective
CHCLEG003	Manage legal and ethical compliance	Core

### CHC51015 Diploma of Counselling

The following units, make up the Diploma of Counselling. These include both core and elective units which have been chosen in consultation with industry.

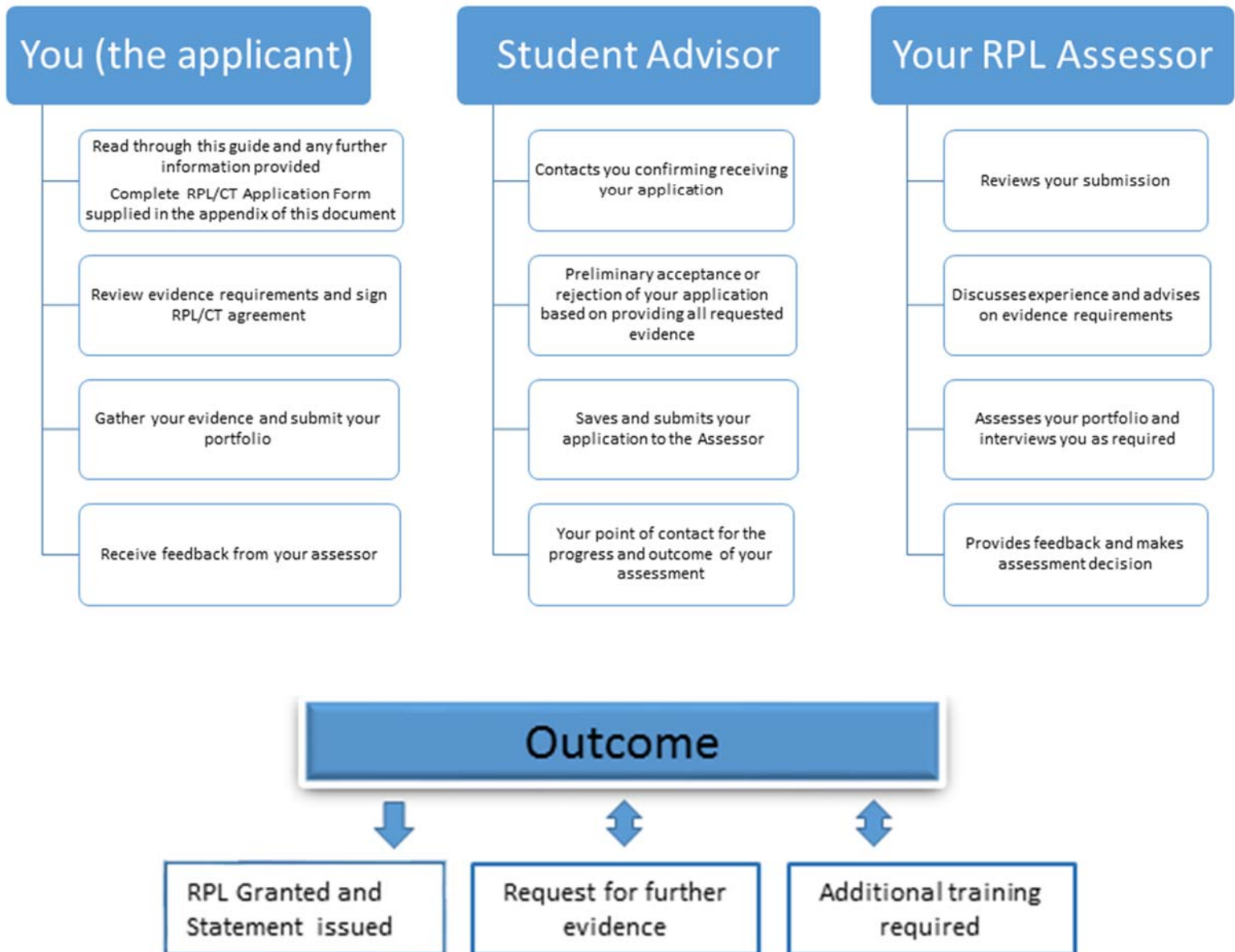
Unit Code	Unit of Competency Name	Field
CHCDEV001	Confirm client developmental status	Elective
CHCMHS001	Work with people with mental health issues	Elective
CHCMHS011	Assess and promote social, emotional and physical wellbeing	Elective
CHCCSL001	Establish and confirm the counselling relationship	core
CHCCSL007	Support counselling clients in decision-making processes	core
CHCCSL002	Apply specialist interpersonal and counselling interview skills	Core
CHCCSL003	Facilitate the counselling relationship and process	Core
CHCCSM005	Develop, facilitate and review all aspects of case management	core
CHCCS004	Assess co-existing needs	Elective
CHCDIV001	Work with diverse people	Core
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	Core
CHCPRP003	Reflect on and improve own professional practice	Core
CHCCS019	Recognise and respond to crisis situations	core
CHCCSL004	Research and apply personality and development theories	Core
CHCCSL005	Apply learning theories in counselling	Core
CHCCSL006	Select and use counselling therapies	Core
CHCLEG001	Work legally and ethically	Core

## CHC53315 Diploma of Mental Health

The following units, make up the Diploma of Mental Health. These include both core and elective units which have been chosen in consultation with industry.

Unit Code	Unit of Competency Name	Field
CHCDEV001	Confirm client developmental status	Elective
CHCMHS011	Assess and promote social, emotional and physical wellbeing	Core
CHCCSL001	Establish and confirm the counselling relationship	Elective
CHCCSL007	Support counselling clients in decision-making processes	Elective
CHCCSM005	Develop, facilitate and review all aspects of case management	Elective
CHCEDU001	Provide community focused health promotion and prevention strategies	Elective
CHCDIV001	Work with diverse people	Core
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	Core
CHCPRP003	Reflect on and improve own professional practice	Core
CHCPOL003	Research and apply evidence to practice	Core
HLTWHS004	Manage work health and safety	Core
CHCMHS002	Establish self-directed recovery relationships	Core
CHCMHS003	Provide recovery oriented mental health services	Core
CHCADV005	Provide systems advocacy services	Core
CHCMHS010	Implement recovery oriented approaches to complexity	Core
CHCMHS013	Implement trauma informed care	Core
CHCMHS005	Provide services to people with co-existing mental health and alcohol and other drugs issues	Core
CHCMHS009	Provide early intervention, health prevention and promotion programs	Core
CHCMHS004	Work collaboratively with the care network and other services	Core
CHCMHS012	Provide support to develop wellness plans and advanced directives	Core

## The RPL and CT Process



## How to Submit an RPL/CT Application

### Course Credit Procedure

1. Complete the RPL/CT Application Form in [Appendix 5](#) – 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

- Details must be provided, 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 – Confirm client developmental status](#) contains a copy of one of these units. You may wish to access [www.training.gov.au](http://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	<ul style="list-style-type: none"> <li>• directly related to the unit of competency</li> </ul>
Sufficient	<ul style="list-style-type: none"> <li>• covers everything in the unit of competency</li> <li>• shows competency over a period of time</li> <li>• shows competency in different contexts</li> </ul>
Current	<ul style="list-style-type: none"> <li>• relates to experience in the past two to three years</li> </ul>
Authentic	<ul style="list-style-type: none"> <li>• can be clearly identified as evidence of your own competence.</li> </ul>

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 require a minimum of 10 working days to be completed.

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 – CHCDEV001 Confirm client developmental status

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
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Apply knowledge of human development to check client's developmental status	1.1 Observe and/or question the client appropriately to obtain information about client's developmental status 1.2 Review any available documented information about the client's developmental status 1.3 Consult with the client's carer, family or significant others to gather relevant information where appropriate 1.4 Apply knowledge of lifespan development theories to clarify client's development status
2. Identify developmental issues	2.1 Recognise factors that may have impacted on appearance and behaviour of the client 2.2 Clarify suitability of community services being delivered in relation to client's developmental status 2.3 Consult appropriate person/s to clarify concerns about client's developmental status
3. Check for and respond appropriately to specific issues	3.1 Check for any issues that may require notification, and report if necessary 3.2 Check for any indications of other issues that may impact the provision of services and/or require referral 3.3 Report and document accurately and with the detail required by the organisational policies and procedures

### 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 Volume implementation guides are found in VETNet -

<https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

### 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 demonstrated evidence that the candidate has completed the following tasks:

- observed and questioned at least one client and their family and documented information relevant to the developmental status of the client
- confirmed client's developmental status prior to delivering services
- identified variations from normal development status and recognised and referred potentially serious issues in line with organisational requirements
- identified potential factors responsible for significant variations from normal developmental status and determined an appropriate response in terms of:
  - appropriate referral and reporting in line with organisational requirements
  - provision of appropriate services
- referred to or sought assistance from an appropriate person or authority in relation to variations from normal functioning
- complied with mandatory reporting requirements where appropriate.

### Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- detailed aspects of human development throughout the lifespan, including:
  - physical
  - psychological
  - cognitive

- social
- affective
- attachment theory
- key factors that may impact on the individual at identified stages of human development and their potential effects, e.g. the impact of trauma
- legal obligations, particularly in relation to child protection and elder abuse issues
- appropriate range of referral sources and associated protocols
- awareness of own values and attitudes and their potential impact on clients
- indicators of significant issues including:
  - child abuse (i.e. different types of child abuse)
  - abuse, neglect or harm including self-harm
  - domestic and family violence
  - elder abuse
- organisational standards, policies and procedures.

### **Assessment Conditions**

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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

### **Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

## Appendix 2 – Sample RPL and CT Agreement and Outcome Letter

Candidate's Name:	<i>Caroline Carer</i>																																																					
Assessor's Name:	<i>Adam Assessor</i>																																																					
RPL fee payable																																																						
Qualification/ Units of Competency assessed	<i>Diploma of Community Services</i>																																																					
Evidence Provided	<i>Qualification and SOA for some units within Diploma of Mental Health from Care College 7<sup>th</sup> December 2016, Various work place documentation from role as Case Manager</i>																																																					
Assessment decision by unit	<table border="1"> <thead> <tr> <th>Unit Code</th> <th>Unit of Competency Name</th> <th>Decision</th> </tr> </thead> <tbody> <tr> <td>CHCCOM003</td> <td>Develop workplace communication strategies</td> <td>CT</td> </tr> <tr> <td>CHCDEV001</td> <td>Confirm client developmental status</td> <td>CT</td> </tr> <tr> <td>CHCCSL001</td> <td>Establish and confirm the counselling relationship</td> <td>NG</td> </tr> <tr> <td>CHCCSL007</td> <td>Support clients in decision-making processes</td> <td>NG</td> </tr> <tr> <td>CHCCSM005</td> <td>Develop, facilitate and review all aspects of case management</td> <td>CT</td> </tr> <tr> <td>CHCCCS004</td> <td>Assess co-existing needs</td> <td>CT</td> </tr> <tr> <td>CHCDIV003</td> <td>Manage and promote diversity</td> <td>CT</td> </tr> <tr> <td>CHCDIV002</td> <td>Promote Aboriginal and/or Torres Strait Islander cultural safety</td> <td>NG</td> </tr> <tr> <td>CHCPRP003</td> <td>Reflect on and improve own professional practice</td> <td>CT</td> </tr> <tr> <td>HLTWHS004</td> <td>Manage work health and safety</td> <td>CT</td> </tr> <tr> <td>CHCCCS007</td> <td>Develop and implement service programs</td> <td>CT</td> </tr> <tr> <td>CHCDEV002</td> <td>Analyse impacts of sociological factors on clients in community work and services</td> <td>CT</td> </tr> <tr> <td>CHCCDE011</td> <td>Implement community development strategies</td> <td>CT</td> </tr> <tr> <td>CHCMGT005</td> <td>Facilitate workplace debriefing and support processes</td> <td>CT</td> </tr> <tr> <td>CHCADV005</td> <td>Provide systems advocacy services</td> <td>NG</td> </tr> <tr> <td>CHCLEG003</td> <td>Manage legal and ethical compliance</td> <td>CT</td> </tr> </tbody> </table>			Unit Code	Unit of Competency Name	Decision	CHCCOM003	Develop workplace communication strategies	CT	CHCDEV001	Confirm client developmental status	CT	CHCCSL001	Establish and confirm the counselling relationship	NG	CHCCSL007	Support clients in decision-making processes	NG	CHCCSM005	Develop, facilitate and review all aspects of case management	CT	CHCCCS004	Assess co-existing needs	CT	CHCDIV003	Manage and promote diversity	CT	CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	NG	CHCPRP003	Reflect on and improve own professional practice	CT	HLTWHS004	Manage work health and safety	CT	CHCCCS007	Develop and implement service programs	CT	CHCDEV002	Analyse impacts of sociological factors on clients in community work and services	CT	CHCCDE011	Implement community development strategies	CT	CHCMGT005	Facilitate workplace debriefing and support processes	CT	CHCADV005	Provide systems advocacy services	NG	CHCLEG003	Manage legal and ethical compliance	CT
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Further evidence to be submitted	<i>No further evidence required. Full CT for applicable units from Diploma qualification.</i>																																																					
Names and contact details for those who can authenticate documentation	Name and position: <i>Jan Smith</i> Company: <i>Care College (Issuing RTO)</i> Contact details: <i>1800 000 000</i>																																																					
Assessor's signature:	<i>Adam Assessor</i>	Date:	<i>17/07/17</i>																																																			
The candidate has been supplied with the following information:	<input checked="" type="checkbox"/> Explanation of the RPL assessment process <input checked="" type="checkbox"/> List of relevant UOCs <input checked="" type="checkbox"/> An explanation of the evidence to be submitted <input checked="" type="checkbox"/> An explanation of the right to appeal the final assessment decision <input checked="" type="checkbox"/> 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:	<i>Caroline Carer</i>	Date:	<i>18/07/17</i>																																																			

## 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 

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- 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	
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				

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

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### 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.

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## 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:

## CHC53315 Diploma of Mental Health

Unit Code	Unit Title	Tick if applying	Supporting Evidence
CHCDEV001	Confirm client developmental status	<input type="checkbox"/>	
CHCMHS011	Assess and promote social, emotional and physical wellbeing	<input type="checkbox"/>	
CHCCSL001	Establish and confirm the counselling relationship	<input type="checkbox"/>	
CHCCSL007	Support counselling clients in decision-making processes	<input type="checkbox"/>	
CHCCSM005	Develop, facilitate and review all aspects of case management	<input type="checkbox"/>	
CHCEDU001	Provide community focused health promotion and prevention strategies	<input type="checkbox"/>	
CHCDIV001	Work with diverse people	<input type="checkbox"/>	
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	<input type="checkbox"/>	
CHCPRP003	Reflect on and improve own professional practice	<input type="checkbox"/>	
CHCPOL003	Research and apply evidence to practice	<input type="checkbox"/>	
HLTWHS004	Manage work health and safety	<input type="checkbox"/>	
CHCMHS002	Establish self-directed recovery relationships	<input type="checkbox"/>	

CHCMHS003	Provide recovery oriented mental health services	<input type="checkbox"/>	
CHCADV005	Provide systems advocacy services	<input type="checkbox"/>	
CHCMHS010	Implement recovery oriented approaches to complexity	<input type="checkbox"/>	
CHCMHS013	Implement trauma informed care	<input type="checkbox"/>	
CHCMHS005	Provide services to people with co-existing mental health and alcohol and other drugs issues	<input type="checkbox"/>	
CHCMHS009	Provide early intervention, health prevention and promotion programs	<input type="checkbox"/>	
CHCMHS004	Work collaboratively with the care network and other services	<input type="checkbox"/>	
CHCMHS012	Provide support to develop wellness plans and advanced directives	<input type="checkbox"/>	

## CHC51015 Diploma of Counselling

Unit Code	Unit Title	Tick if applying	Supporting Evidence
CHCDEV001	Confirm client developmental status	<input type="checkbox"/>	
CHCMHS001	Work with people with mental health issues	<input type="checkbox"/>	
CHCMHS011	Assess and promote social, emotional and physical wellbeing	<input type="checkbox"/>	
CHCCSL001	Establish and confirm the counselling relationship	<input type="checkbox"/>	
CHCCSL007	Support counselling clients in decision-making processes	<input type="checkbox"/>	
CHCCSL002	Apply specialist interpersonal and counselling interview skills	<input type="checkbox"/>	
CHCCSL003	Facilitate the counselling relationship and process	<input type="checkbox"/>	
CHCCSM005	Develop, facilitate and review all aspects of case management	<input type="checkbox"/>	
CHCCCS004	Assess co-existing needs	<input type="checkbox"/>	
CHCDIV001	Work with diverse people	<input type="checkbox"/>	
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	<input type="checkbox"/>	
CHCPRP003	Reflect on and improve own professional practice	<input type="checkbox"/>	

CHCCCS019	Recognise and respond to crisis situations	<input type="checkbox"/>	
CHCCSL004	Research and apply personality and development theories	<input type="checkbox"/>	
CHCCSL005	Apply learning theories in counselling	<input type="checkbox"/>	
CHCCSL006	Select and use counselling therapies	<input type="checkbox"/>	
CHCLEG001	Work legally and ethically	<input type="checkbox"/>	

## CHC52015 Diploma of Community Services

Unit Code	Unit Title	Tick if applying	Supporting Evidence
CHCCOM003	Develop workplace communication strategies	<input type="checkbox"/>	
CHCDEV001	Confirm client developmental status	<input type="checkbox"/>	
CHCCSL001	Establish and confirm the counselling relationship	<input type="checkbox"/>	
CHCCSL007	Support counselling clients in decision-making processes	<input type="checkbox"/>	
CHCCSM005	Develop, facilitate and review all aspects of case management	<input type="checkbox"/>	
CHCCCS004	Assess co-existing needs	<input type="checkbox"/>	
CHCDIV003	Manage and promote diversity	<input type="checkbox"/>	
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	<input type="checkbox"/>	
CHCPRP003	Reflect on and improve own professional practice	<input type="checkbox"/>	
HLTWHS004	Manage work health and safety	<input type="checkbox"/>	
CHCCCS007	Develop and implement service programs	<input type="checkbox"/>	
CHCDEV002	Analyse impacts of sociological factors on clients in community work and services	<input type="checkbox"/>	

CHCCDE011	Implement community development strategies	<input type="checkbox"/>	
CHCMGT005	Facilitate workplace debriefing and support processes	<input type="checkbox"/>	
CHCADV005	Provide systems advocacy services	<input type="checkbox"/>	
CHCLEG003	Manage legal and ethical compliance	<input type="checkbox"/>	

### 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:

□ □ □ □	□ □ □ □	□ □ □ □	□ □ □ □
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Expiry:

□ □	□ □
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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

## Candidate Declaration and Authority to Release Information

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: \_\_\_\_\_