

(CHC40413) CERTIFICATE IV IN YOUTH WORK

Recognition of Prior Learning (RPL)/Credit Transfer (CT) Application

What is RPL Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a process whereby knowledge and skills you already have may be recognised, irrespective of where or how they were acquired.

RPL can apply to a wide range of skills, including those gained through employment, community involvement, formal study, informal training or life experience.

Applications for RPL must be submitted after you have applied to enrol into the course and only applications that have been completed in full will be assessed.

If you are granted RPL for a particular module/unit, you do not need to complete the module/unit and a pass is recorded on your Training Record in the same way as any other student enrolled in the unit.

Applicants can apply for Full RPL or Part RPL using this form, the requested evidence for each Unit must be provided and each application will be assessed by our Academic staff.

What is Credit Transfer (CT)

Credit Transfer (CT) means credit towards a qualification granted to Students on the basis of outcomes gained by a Student through participation and achieving competency in a Vocational Education Training (VET) package qualification with another Registered Training Organisation (RTO).

Credit Transfer will only be granted for an entire unit of competency, not for individual elements of competency.

Why apply for RPL?

- To reduce your program load.
- To reduce costs associated with completing the course.
- To avoid repeating learning in areas where you already have skills.

For applicants using the South Australian government WorkReady funding scheme the maximum RPL/CT that can be awarded is 50% of an Australian Institute of Social Relations course.

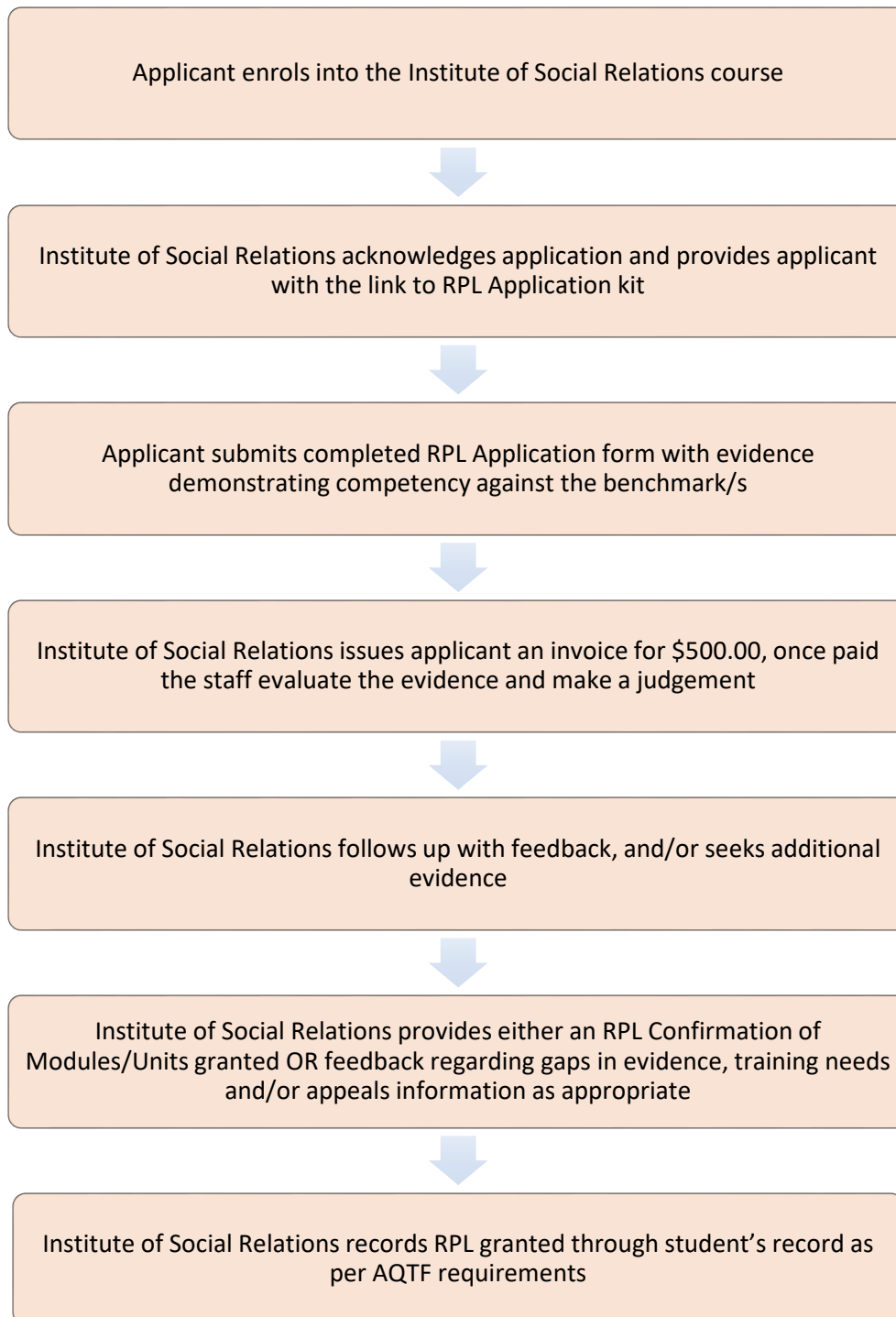
Depending on the amount of RPL you are applying for this may affect your Austudy (Centrelink) benefits as you may not be classified as a fulltime student, for clarification contact Centrelink.

The RPL Process

The RPL process consists of the following stages:

1. Apply to enrol into the course via our website <https://www.socialrelations.edu.au/>
2. Download the Application for RPL/CT from the website and attached supporting information/evidence
3. You will then receive an invoice for \$500.00, once this is paid your application will be assessed
4. Academic Staff trained in assessing RPL applications will assess your evidence. You may be required to supply further information
5. You will be notified of the outcome of your application by email.

Recognition of Prior Learning (RPL)/CT Process



Recognition of Prior Learning (RPL/CT) APPLICATION FORM

Personal Details				
First name		Last name		
Address				Postcode
Phone (mobile)	(Work)	(Home)		
Email			Date of Birth	
Workplace Name				
Workplace Address				
Course Details – Certificate IV in Youth Work				
Please list the Modules/Units you are seeking Recognition for:				
Support Details				
Formal Qualifications or Training				
List of any formal courses or training sessions you have attended. Attach copies of Certificates and details of course outline and content (with dates).				

Informal Study Programs

List any informal training sessions you have attended. Attach Certificates, and details of course outline and content (with dates).

Relevant Work Experience

List any relevant work you have performed. Give details of your employer, including a telephone number and contact person if possible. Include details of dates and duration of employment.

Relevant Life Experience

List any community involvement, personal interests, hobbies or skills which may support your application.

Personal Verification

Please indicate the name and contact address or telephone number(s) of a person or persons who can substantiate your application.

Attachments

Please list the attachments you have attached in support of this application.

Signed
(applicant):

Dated:

Skills Recognition – Personal Evidence

1. Please provide a resume, relevant job and person specification/s and any relevant parchments and academic transcripts for any previous study completed. These documents can be used as evidence for each unit of competence and as such have been pre-populated in the table below.
2. All evidence must be provided to Institute of Social Relations in hard copy and attached to this document.

Compulsory unit of competence	Evidence provided
CHCFAM001 Operate in the family law environment	Resume Relevant Job and Person Specification Parchment/Transcripts Professional Registrations/Memberships Training & Development/Short Course Certificates Supervision Logs 3 rd party reports

3. For any units previously completed, please write the exact code in the ‘evidence provided’ and this will be granted as a credit transfer (CT). In this case no cost is charged and no further evidence is required. This information can be recorded as per the example below:

Compulsory unit of competence	Evidence provided
CHCFAM001 Operate in the family law environment	CT: CHC52015 Diploma of Community Services (please see academic transcript attached)

4. Please sign and date below to verify that the evidence provided is your own.

5. After signing the declaration of authenticity, please place an **X** next to each unit that you are seeking RPL for on page 16. After assessment of your application the assessor will initial the final column. Please see example below:

UNITS OF COMPETENCY	RPL/CT requested by student	RPL/CT granted by Assessor	Assessor Initials
CHCCOM504B Develop, implement and promote effective workplace communication	X	NO	
CHCCS502C Maintain legal and ethical work practices	X	RPL	
CHCFAM001 Operate in the family law environment	X	CT	

Applicant to complete table below

UNITS OF COMPETENCY	EVIDENCE PROVIDED
<p>CHCLEG001 Work legally and ethically</p> <p>This unit describes the skills and knowledge required to identify and work within the legal and ethical frameworks that apply to an individual job role.</p> <p>This unit applies to community services and health workers who play a proactive role in identifying and meeting their legal and ethical responsibilities.</p>	<p>Evidence could include:</p> <ul style="list-style-type: none"> ● Resume ● Relevant Job and Person Specification ● Parchment/Transcripts ● Professional Registrations/Memberships ● Training & development/Short Course Certificates ● Supervision Logs ● Third party reports <p>Evidence must show that the candidate has:</p> <ul style="list-style-type: none"> ● Participated in a minimum of three (3) responses to workplace activities in accordance with legal and ethical and communicated potential improvements to work practice
<p>HLTWHS001 Participate in workplace health and safety</p> <p>This unit describes the skills and knowledge required for workers to participate in safe work practices to ensure their own health and safety, and that of others.</p> <p>The unit applies to all workers who require knowledge of workplace health and safety (WHS) to carry out their own work, either under direct supervision or with some individual responsibility.</p>	<p>Evidence could include:</p> <ul style="list-style-type: none"> ● Resume ● Relevant Job and Person Specification ● Parchment/Transcripts ● Professional Registrations/Memberships ● Training & development/Short Course Certificates ● Supervision Logs ● Third party reports <p>Documented evidence of:</p>

	<ul style="list-style-type: none"> • contribution to a WHS meeting or inspection in workplace • conducting a workplace risk assessment and recorded the results • consistent application of workplace safety procedures • following workplace procedures for reporting hazards • following workplace procedures for a simulated emergency situation
<p>CHCPRT001 Identify and respond to children and young people at risk</p> <p>This unit describes the skills and knowledge required to support and protect children and young people who are at risk of harm. This work occurs within legislative and policy frameworks and carries a duty of care responsibility.</p> <p>This unit applies to workers in a range of job roles providing services to children and young people including in community services and health contexts.</p>	<p>Evidence could include:</p> <ul style="list-style-type: none"> • Resume • Relevant Job and Person Specification • Parchment/Transcripts • Professional Registrations/Memberships • Training & development/Short Course Certificates • Supervision Logs • Third party reports • Feedback received from team members, line managers and/or clients <p>Evidence must show that the candidate has:</p> <ul style="list-style-type: none"> • Implemented work practices which support the protection of children and young people including reporting
<p>CHCDIV001 Work with diverse people</p> <p>This unit describes the skills and knowledge required to work respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people.</p> <p>This unit applies to all workers.</p>	<p>Evidence could include:</p> <ul style="list-style-type: none"> • Resume • Relevant Job and Person Specification • Parchment/Transcripts • Professional Registrations/Memberships • Training & development/Short Course Certificates • Supervision Logs • Third party reports • Feedback received from team members, line managers and/or clients

	<p>Evidence must show that the candidate has:</p> <ul style="list-style-type: none"> • Documented structured process to reflect on own perspectives on diversity • Worked with people from diverse social and cultural backgrounds in at least 3 different situations
<p>CHCCOM002 Use communication to build relationships</p> <p>This unit describes the skills and knowledge to apply specific communication techniques to establish, build and maintain relationships with clients, colleagues and other stakeholders based on respect and trust.</p> <p>This unit applies to work across a range of workplace contexts where workers at all levels may communicate with individuals and/or groups both in person and in writing.</p>	<p>Evidence could include:</p> <ul style="list-style-type: none"> • Resume • Relevant Job and Person Specification • Parchment/Transcripts • Professional Registrations/Memberships • Training & development/Short Course Certificates • Supervision Logs • Third party reports • Feedback received from team members, line managers and/or clients • Evaluation of own performance <p>Evidence must show that the candidate has:</p> <ul style="list-style-type: none"> • Gathered feedback from 3 clients or colleagues on effectiveness of communication and responded appropriately • Prepared 3 types of written correspondence • Facilitated resolution of 1 difficult situation • Facilitated 1 meeting around a workplace issue
<p>CHCADV001 Facilitate the interests and rights of clients</p> <p>This unit describes the skills and knowledge required to assist clients to identify their rights, voice their needs and concerns and realise their interests, rights and needs.</p>	<p>Evidence could include:</p> <ul style="list-style-type: none"> • Resume • Relevant Job and Person Specification • Parchment/Transcripts • Professional Registrations/Memberships • Training & development/Short Course Certificates

This unit applies to workers of all levels in a range of health or community services settings who provide services using a human rights based approach and have direct interaction with clients.

- Supervision Logs
- Third party reports
- Feedback received from team members, line managers and/or clients
- Evaluation of own performance

Evidence must show that the candidate has:

- Worked in collaboration with at least 1 client to identify their interests, needs and rights
- Advocated on behalf of 1 client to achieve a specific outcome
- Supported 1 client throughout an organisational or legal complaints process

CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety

The unit describes the skills and knowledge required to identify Aboriginal and/or Torres Strait Islander cultural safety issues in the workplace, model cultural safety in own work practice, and develop strategies to enhance cultural safety.

This unit applies to people working in a broad range of roles including those involved in direct client service, program planning, development and evaluation contexts.

Evidence could include:

- Resume
- Relevant Job and Person Specification
- Parchment/Transcripts
- Professional Registrations/Memberships
- Training & development/Short Course Certificates
- Supervision Logs
- Third party reports
- Feedback received from team members, line managers and/or clients

Evidence must show that the candidate has:

- Promoted Aboriginal and/or Torres Strait Islander cultural safety in the context of at least 1 workplace
- Researched culture and history, the impact of European settlement, loss of land and culture and the importance of law and kinship
- Evaluated ways to improve communication with Aboriginal and/or Torres Strait Islander peoples who may be clients or colleagues

<p>CHCDEV001 Confirm client developmental status</p> <p>This unit describes the skills and knowledge required to review the developmental status of a client. Note that the client may be a child or a young person.</p> <p>Work at this level may require guidance and/or supervision from appropriately qualified personnel, especially where provision of direct client services is involved.</p> <p>This unit applies to people working in a range of community service contexts including: juvenile justice, alcohol and other drugs services, mental health, and child protection.</p>	<p>Evidence could include:</p> <ul style="list-style-type: none"> • Resume • Relevant Job and Person Specification • Parchment/Transcripts • Professional Registrations/Memberships • Training & development/Short Course Certificates • Supervision Logs • Third party reports • Feedback received from team members, line managers and/or clients <p>Evidence must show that the candidate has:</p> <ul style="list-style-type: none"> • Observed and questioned at least one client and their family and documented information relevant to the developmental status of the client
<p>CHCDFV001 Recognise and respond appropriately to domestic and family violence</p> <p>This unit describes the knowledge and skills required to identify and respond to the needs of clients who may be experiencing domestic and family violence, including responding to immediate intervention and support needs.</p> <p>This unit applies to health and community service workers providing services according to established organisation procedures. These workers may not be specialised family violence workers.</p>	<p>Evidence could include:</p> <ul style="list-style-type: none"> • Resume • Relevant Job and Person Specification • Parchment/Transcripts • Professional Registrations/Memberships • Training & development/Short Course Certificates • Supervision Logs • Third party reports • Feedback received from team members, line managers and/or clients <p>Evidence must show that the candidate has:</p> <ul style="list-style-type: none"> • Identified and responded to the needs of at least 3 clients affected by domestic and family violence
<p>CHCMHS001 Work with people with mental health issues</p>	<p>Evidence could include:</p> <ul style="list-style-type: none"> • Resume • Relevant Job and Person Specification

<p>This unit describes the skills and knowledge required to establish relationships, clarify needs, and then work collaboratively with people who are living with mental health issues.</p> <p>This unit applies to support workers in contexts outside the mental health sector, but who come into contact with people with mental health issues. The services and support provided are not mental health specific.</p>	<ul style="list-style-type: none"> • Parchment/Transcripts • Professional Registrations/Memberships • Training & development/Short Course Certificates • Supervision Logs • Third party reports • Feedback received from team members, line managers and/or clients <p>Evidence must show that the candidate has:</p> <ul style="list-style-type: none"> • Worked with at least 3 people with mental health issues
<p>CHCYTH004 Respond to critical situations</p> <p>This unit describes the skills and knowledge required to maintain safety through effective response to potential or actual critical situations.</p> <p>This unit applies to staff working in specialist services and in residential work sites or in the community.</p>	<p>Evidence could include:</p> <ul style="list-style-type: none"> • Resume • Relevant Job and Person Specification • Parchment/Transcripts • Professional Registrations/Memberships • Training & development/Short Course Certificates • Supervision Logs • Third party reports • Feedback received from team members, line managers and/or clients • Evaluation of own performance <p>Evidence must show that the candidate has:</p> <ul style="list-style-type: none"> • Established a framework for dealing with potential crisis situations • Maintained a safe and healthy environment to minimise the risk of crisis • Used effective communication skills and techniques • Documented actions taken
<p>CHCCCS003 Increase the safety of individuals at risk of suicide</p>	<p>Evidence could include:</p> <ul style="list-style-type: none"> • Resume • Relevant Job and Person Specification • Parchment/Transcripts

<p>This unit describes the skills and knowledge to identify and manage immediate suicide risk and work with the individual to achieve safe outcomes. It includes the requirements for developing a clear safety plan for addressing any immediate danger to the person at risk or others, mobilising access to emergency medical help when needed and facilitating links with further support.</p> <p>This unit applies to people in formal helping roles in any community service context. Suicide safety may involve face-to-face, telephone or remote contact with the person involved.</p>	<ul style="list-style-type: none"> • Professional Registrations/Memberships • Training & development/Short Course Certificates • Supervision Logs • Third party reports • Feedback received from team members, line managers and/or clients • Evaluation of own performance <p>Evidence must show that the candidate has:</p> <ul style="list-style-type: none"> • Responded to at least 3 different situations where there is risk of suicide
<p>CHCDE003 Work within a community development framework</p> <p>This unit describes the skills and knowledge required to work within a community development framework.</p> <p>A community development framework, may include a range of methods designed to strengthen and develop communities by enhancing individual and group capacity to confidently engage with community structures and to address problems and issues.</p> <p>This unit applies to workers in both health and community sectors and/or a community development work context. Workers at this level will be part of a professional team and under the guidance of a supervisor.</p>	<p>Evidence could include:</p> <ul style="list-style-type: none"> • Resume • Relevant Job and Person Specification • Parchment/Transcripts • Professional Registrations/Memberships • Training & development/Short Course Certificates • Supervision Logs • Third party reports • Feedback received from team members, line managers and/or clients • Project/Group Evaluations and Final Reports • Reportable, sustainable community outcomes <p>Evidence must show that the candidate has:</p> <ul style="list-style-type: none"> • Engaged with at least 1 community group in order to develop 1 action plan relevant to community priorities
<p>CHCGRP002 Plan and conduct group activities</p> <p>This unit describes the knowledge and skills required to establish, lead and participate in a groups using a collaborative, strengths-based approach.</p>	<p>Evidence could include:</p> <ul style="list-style-type: none"> • Resume • Relevant Job and Person Specification • Parchment/Transcripts • Professional Registrations/Memberships

<p>This unit applies to any individual involved in planning and leading group activities. Groups may be formal or informal.</p>	<ul style="list-style-type: none"> • Training & development/Short Course Certificates • Supervision Logs • Third party reports • Feedback received from team members, line managers and/or clients • Group Evaluations and Final Reports • Reportable, sustainable group outcomes <p>Evidence must show that the candidate has:</p> <ul style="list-style-type: none"> • Planned and conducted at least three (3) different group activities • Facilitated at least three (3) different group sessions, each with a minimum group size of five (5) people
<p>CHCYTH001 Engage respectfully with young people</p> <p>This unit describes the skills and knowledge required to communicate effectively with young people (aged 12 to 25 years) in work roles with a specific focus on young people.</p> <p>This unit applies to work undertaken in work roles where the young person is the primary client.</p>	<p>Evidence could include:</p> <ul style="list-style-type: none"> • Resume • Relevant Job and Person Specification • Parchment/Transcripts • Professional Registrations/Memberships • Training & development/Short Course Certificates • Supervision Logs • Third party reports • Feedback received from team members, line managers and/or clients • Group Evaluations and Final Reports • Reportable, sustainable group outcomes <p>Evidence must show that the candidate has:</p> <ul style="list-style-type: none"> • Applied youth-centred practices when working with young people and at least one (1) group of young people
<p>CHCYTH002 Work effectively with young people in youth work context</p> <p>This unit describes the skills and knowledge required to work in the youth work context.</p>	<p>Evidence could include:</p> <ul style="list-style-type: none"> • Resume • Relevant Job and Person Specification • Parchment/Transcripts

<p>The unit focuses on historical and contemporary youth sector practice and understanding of the current status of young people.</p> <p>This unit applies to work undertaken in all youth work roles where the young person is the primary client.</p>	<ul style="list-style-type: none"> • Professional Registrations/Memberships • Training & development/Short Course Certificates • Supervision Logs • Third party reports • Feedback received from team members, line managers and/or clients • Group Evaluations and Final Reports • Reportable, sustainable group outcomes <p>Evidence must show that the candidate has:</p> <ul style="list-style-type: none"> • Followed effective processes for work with at least (3) three young
<p>CHCYTH003 Support young people to create opportunities in their lives</p> <p>This unit describes the skills and knowledge required to assist young people to identify the challenges and opportunities in their lives and to work towards their goals on an individual or group level.</p> <p>This unit applies to work undertaken in all youth work roles where the young person is the primary client.</p>	<p>Evidence could include:</p> <ul style="list-style-type: none"> • Resume • Relevant Job and Person Specification • Parchment/Transcripts • Professional Registrations/Memberships • Training & development/Short Course Certificates • Supervision Logs • Third party reports • Feedback received from team members, line managers and/or clients • Group Evaluations and Final Reports • Reportable, sustainable group outcomes <p>Evidence must show that the candidate has:</p> <ul style="list-style-type: none"> • Interacted, encouraged and supported at least two (2) young people in both an individual and a group setting
<p>CHCYTH010 Provide services for young people appropriate to their needs and circumstances</p>	<p>Evidence could include:</p> <ul style="list-style-type: none"> • Resume • Relevant Job and Person Specification • Parchment/Transcripts • Professional Registrations/Memberships

<p>This unit describes the skills and knowledge required to provide guidance and role models to young people and their families to maintain positive and supportive relationships, while identifying problems and establishing goals for change based on maintaining support from family and the general community.</p> <p>This unit applies to community services work in a range of contexts.</p>	<ul style="list-style-type: none"> • Training & development/Short Course Certificates • Supervision Logs • Third party reports • Feedback received from team members, line managers and/or clients • Group Evaluations and Final Reports • Reportable, sustainable group outcomes <p>Evidence must show that the candidate has:</p> <ul style="list-style-type: none"> • Identified and responded to the needs of at least two young people
<p>100 placement hours</p>	<ul style="list-style-type: none"> • Third party report • Employer verification of hours in work (100 hours minimum)

Declaration of Authenticity

The information I have provided to support this application is true and correct. I authorize my assessor to make any inquiries necessary to assist in the assessment and verification of my recognition application and to use any information supplied in this application for this purpose.

Signed (applicant):		Dated:	
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ASSESSOR TO COMPLETE

Certificate IV in Youth Work RPL/CT Application Outcome

Student Name:			
Assessor's Name:			
UNITS OF COMPETENCY	RPL /CT requested by student	RPL/CT granted by Assessor	Assessor Initials
CHCLEG001 Work legally and ethically	<input type="checkbox"/>	<input type="checkbox"/>	
HLTWHS001 Participate in workplace health and safety	<input type="checkbox"/>	<input type="checkbox"/>	
CHCPRT001 Identify and respond to children and young people at risk	<input type="checkbox"/>	<input type="checkbox"/>	
CHCDIV001 Work with diverse people	<input type="checkbox"/>	<input type="checkbox"/>	
CHCCOM002 Use communication to build relationships	<input type="checkbox"/>	<input type="checkbox"/>	
CHCADV001 Facilitate the interests and rights of clients	<input type="checkbox"/>	<input type="checkbox"/>	
CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural diversity	<input type="checkbox"/>	<input type="checkbox"/>	
CHCDEV001 Confirm client developmental status	<input type="checkbox"/>	<input type="checkbox"/>	
CHCDFV001 Recognise and respond appropriately to domestic and family violence	<input type="checkbox"/>	<input type="checkbox"/>	
CHCMHS001 Work with people with mental health issues	<input type="checkbox"/>	<input type="checkbox"/>	
CHCYTH004 Respond to critical situations	<input type="checkbox"/>	<input type="checkbox"/>	
CHCCCS003 Increase the safety of individuals at risk of suicide	<input type="checkbox"/>	<input type="checkbox"/>	
CHCCDE003 Work within a community development framework	<input type="checkbox"/>	<input type="checkbox"/>	
CHCFRP002 Plan and conduct group activities	<input type="checkbox"/>	<input type="checkbox"/>	
CHCYTH001 Engage respectfully with young people	<input type="checkbox"/>	<input type="checkbox"/>	
CHCYTH002 Work effectively with young people in youth work context	<input type="checkbox"/>	<input type="checkbox"/>	

CHCYTH003 Support young people to create opportunities in their lives	<input type="checkbox"/>	<input type="checkbox"/>	
CHCYTH010 Provide services for young people appropriate to their needs and circumstances	<input type="checkbox"/>	<input type="checkbox"/>	
100 hour placement	<input type="checkbox"/>	<input type="checkbox"/>	

Assessor's notes:

Signed by the Assessor:		Date:	
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