

(CHC40421) 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.

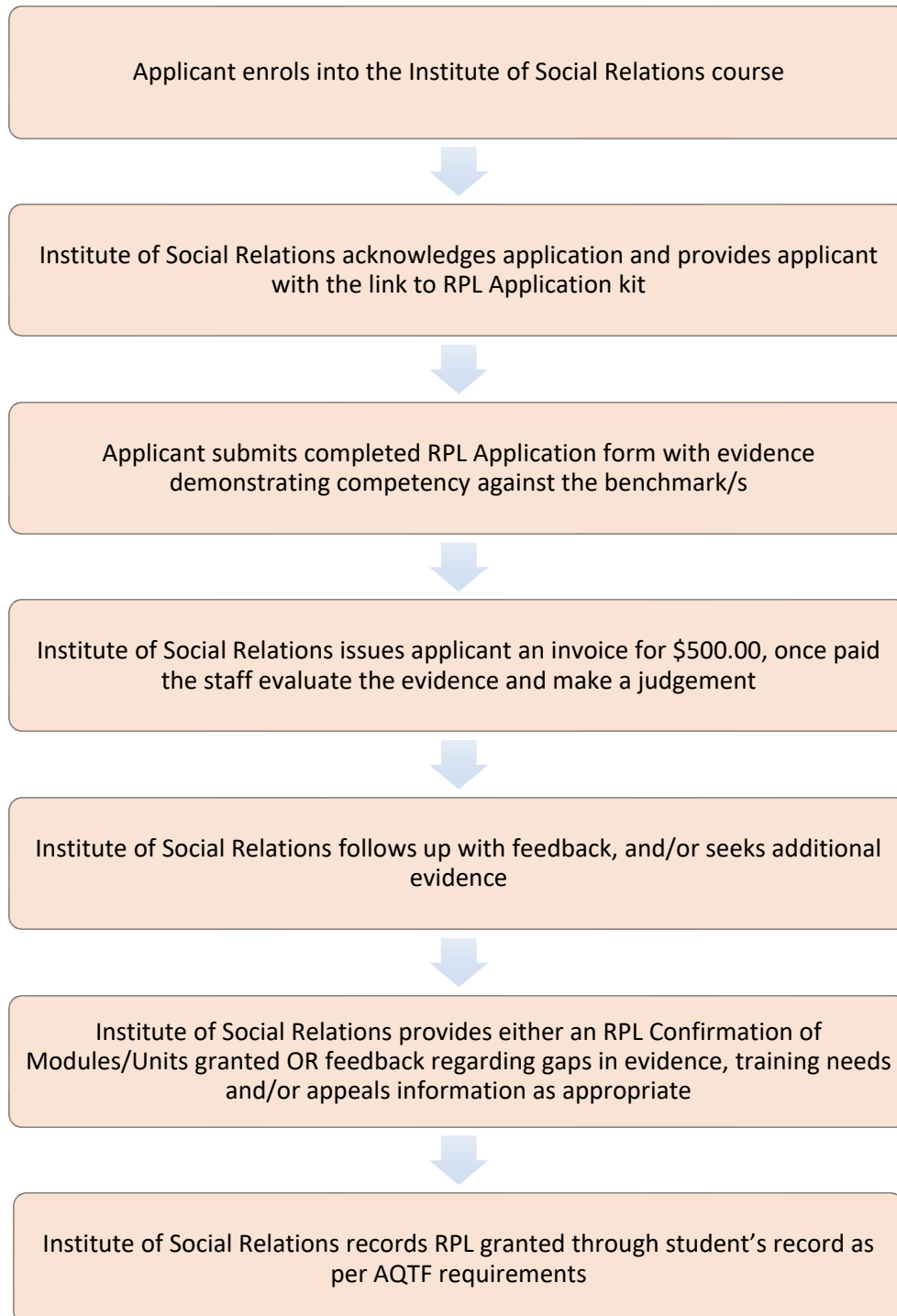
Depending on the amount of RPL you are applying for this may affect your Austudy (Centrelink) benefits as you may not be classified as a fulltime student, for clarification contact Centrelink.

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
CHCFAMOO1 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 22. 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	
CHCFAMOO1 Operate in the family law environment	X	CT	

Applicant to complete table below

UNITS OF COMPETENCY	EVIDENCE PROVIDED
Unit of Study 1: The World of Work	
<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>Evidence must show that the candidate has:</p> <ul style="list-style-type: none"> ▪ contributed to a WHS meeting or inspection in workplace ▪ conducted a workplace risk assessment and recorded the results ▪ consistently applied workplace safety procedures in the day-to-day work activities required by the job role ▪ followed workplace procedures for reporting hazards ▪ followed workplace procedures for a simulated emergency situation. 	
<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>	

Evidence could include:

- Resume
- Relevant Job and Person Specification
- Parchment/Transcripts
- Professional registrations/Memberships
- Training & development/Short Course
- Certificates
- Supervision Logs
- Third party reports

Evidence must show that the candidate has:

- Completed workplace activities in accordance with legal and ethical requirements in at least three (03) different situations
- Developed appropriate responses to at least three (03) different legal or ethical issues relevant to the work role
- Identified and communicated at least two (02) potential work practice improvements designed to enhance workplace responsiveness to legal and ethical requirements.

CHCPRT025: Identify and report children and young people at risk

This unit describes the performance outcomes, skills and knowledge required to identify children and young people who are at risk and report in line with legislative requirements. This work occurs within legislative and policy frameworks and carries a duty of care responsibility.

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.

Evidence could include:

- Resume
- Relevant Job and Person Specification
- Parchment/Transcripts
- Professional registrations/Memberships
- Training & development/Short Course
- Certificates
- Supervision Logs
- Third party reports

Evidence must show that the candidate has:

- implemented work practices which support the protection of at least two (02) children and young people, including:

- complying with regulations, legislation and duty of care responsibilities
- employing child-focused and ethical work practices to uphold the rights of children and young people
- maintaining confidentiality
- identifying and responding to concerns in the protection of children and young people
- read and interpreted the procedures for reporting children and young people at risk in line with organisational policies and procedures and legislative requirements.

Unit of Study 2: Communication, diversity and interacting with others

CHCCOM002 - Use communication to build relationships

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.

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.

Evidence could include:

- Resume
- Relevant Job and Person Specification
- Parchment/Transcripts
- Professional registrations/Memberships
- Training & development/Short Course
- Certificates
- Supervision Logs
- Third party reports

Evidence must show that the candidate has:

- obtained feedback from three (03) clients or colleagues on effectiveness of communication and responded appropriately
- prepared three (03) types of written correspondence in accordance with organisation communication protocols
- facilitated resolution of one (01) difficult situation with a client, colleague or service provider
- facilitated one (01) meeting around a workplace issue.

CHCDIV001 - Work with diverse people

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.

This unit applies to all workers.

Evidence could include:

- Resume
- Relevant Job and Person Specification
- Parchment/Transcripts
- Professional registrations/Memberships
- Training & development/Short Course
- Certificates
- Supervision Logs
- Third party reports

Evidence must show that the candidate has:

- undertaken a structured process to reflect on own perspectives on diversity
- recognised and respected the needs of people from diverse social and cultural backgrounds in at least three (03) different situations
- selected and used appropriate verbal and non-verbal communication
- recognised situations where misunderstandings may arise from diversity and formed appropriate response.

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

Evidence must show that the candidate has:

- promoted Aboriginal and/or Torres Strait Islander cultural safety in the context of at least one (01) workplace
- researched culture and history, the impact of European settlement, loss of land and culture and the importance of lore and kinship
- evaluated ways to improve communication with Aboriginal and/or Torres Strait Islander peoples who may be clients or colleagues.

Unit of Study 3: Youth Work in Action

CHCYTH013 - Engage respectfully with young people

This unit describes the performance outcomes, skills and knowledge required to communicate effectively with children and young people in work roles with a specific focus on young people.

This unit applies to workers who engage with young people and use verbal and non-verbal communication techniques in roles where the young person is the primary client

Evidence could include:

- Resume
- Relevant Job and Person Specification
- Parchment/Transcripts
- Professional registrations/Memberships
- Training & development/Short Course
- Certificates
- Supervision Logs
- Third party reports

Evidence must show that the candidate has:

- applied youth-centred practices when working with young people on at three occasions, including:
 - using communication strategies to engage with young people
 - applying principles of ethical decision making to ethical tensions when the young person is the primary stakeholder

- establishing and maintaining a collaborative and professional relationship with at least one group of young people.

CHCYTH014 - Work effectively with young people in the youth work context

This unit describes the performance outcomes, skills and knowledge required to work in the youth work context. The unit focuses on historical and contemporary youth sector practice and understanding of the current status of young people.

This unit applies to work undertaken in all youth work roles where the young person is the primary client.

Evidence could include:

- Resume
- Relevant Job and Person Specification
- Parchment/Transcripts
- Professional registrations/Memberships
- Training & development/Short Course
- Certificates
- Supervision Logs
- Third party reports

Evidence must show that the candidate has:

- followed effective processes for work with at least three (03) young people including:
 - checking and analysing information for assessment of risks, special needs, critical changes, and personal and social developmental levels for young people
 - making decisions based informed by impact of cultural and personal values on behaviour and expectations
 - providing care, supervision, support and services based on individual needs of the young person
 - using clear and reassuring communication relevant to the culture of young person
 - responded to incidents or risks of varying degrees of severity according to organisational procedures on at least three (03) occasions.

CHCYTH015 - Support young people to create opportunities in their lives

This unit describes the performance outcomes, 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.

This unit applies to work undertaken in all youth work roles where the young person is the primary client.

Evidence could include:

- Resume
- Relevant Job and Person Specification
- Parchment/Transcripts
- Professional registrations/Memberships
- Training & development/Short Course
- Certificates
- Supervision Logs
- Third party reports

Evidence must show that the candidate has:

- interacted, encouraged and supported at least two (02) young people, one (01) in an individual setting and one (01) in a group setting, including:
 - providing support according to their circumstances and the objectives of each
 - individual's desired goals, individual needs, risks and circumstances, including education and employment
 - supporting vulnerable young people and those with special needs and risks to participate in the decision making and planning of actions and opportunities
 - creating opportunities for the individuals using youth work interventions and documented measures of change.

CHCGRP002 - Plan and conduct group activities

This unit describes the knowledge and skills required to establish, lead and participate in a groups using a collaborative, strengths-based approach.

This unit applies to any individual involved in planning and leading group activities. Groups may be formal or informal.

Evidence could include:

- Resume
- Relevant Job and Person Specification
- Parchment/Transcripts
- Professional registrations/Memberships

- Training & development/Short Course
- Certificates
- Supervision Logs
- Third party reports

Evidence must show that the candidate has:

- planned and conducted at least three (03) different group activities for groups with diverse participant profiles, including:
 - identifying the resource requirements that includes *financial, human and physical*.
 - Working collaboratively with groups to plan activities
- facilitated at least three (03) different group sessions, each with a minimum group size of five (05) people, using the following communication and interpersonal skills:
 - listening
 - questioning
 - effective non-verbal communication
 - empathetic responding
 - paraphrasing
 - summarising
 - negotiation
 - techniques for maintaining group cohesion
 - conflict resolution.

Unit of Study 4: Provide services for young people in response to needs and circumstances

CHCDEV004 - Confirm developmental status

This unit describes the performance outcomes, skills and knowledge required to review the developmental status of a child or a young person. Work at this level may require guidance and supervision from appropriately qualified personnel, especially where provision of direct client services is involved.

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.

Evidence could include:

- Resume
- Relevant Job and Person Specification
- Parchment/Transcripts
- Professional registrations/Memberships
- Training & development/Short Course
- Certificates
- Supervision Logs

<ul style="list-style-type: none"> ▪ Third party reports <p>Evidence must show that the candidate has:</p> <ul style="list-style-type: none"> ▪ confirm the developmental status of at least one (01) child or young person, including: <ul style="list-style-type: none"> - observing and asking questions of the person and their carer or family - documenting information relevant to the developmental status of the person - identifying variations from development status and recognising and referring potentially serious issues in line with organisational policies and procedures - identifying potential factors responsible for significant variations from developmental status and determining an appropriate response in terms of: <ul style="list-style-type: none"> ✓ referral and reporting in line with organisational policies and procedures ✓ provision of services ✓ referring or seeking assistance from an appropriate person or authority in relation to variations from functioning ✓ complying with mandatory reporting requirements. 	
<p>CHCMHS007 - Work effectively in trauma informed care</p> <p>This unit describes the skills and knowledge required to practice and contribute to the continuous improvement of trauma informed care within a service.</p> <p>This unit applies to individuals working in the community services and health sectors where services are informed by the knowledge and understanding of central trauma, particularly the impact of interpersonal violence.</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>	

<p>worked from a trauma informed care perspective with at least three (03) people with mental illness.</p>	
<p>CHCYTH022 - Provide services for the needs and circumstances of young people</p> <p>This unit describes the performance outcomes, skills and knowledge required to provide guidance and role models to young people and their families, or nominated carer to maintain positive and supportive relationships, while identifying problems and establishing goals for change based on maintaining support from family, nominated carer and the general community.</p> <p>This unit applies to community services work in a range of 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 <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 (02) young people, including: <ul style="list-style-type: none"> - providing information to young person, family or nominated carer - listening to young person's issues, concerns and feelings - setting goals and planning actions to achieve goals with young person - discussing, identifying and encouraging young person to access services - referring young person to alternative services ▪ advocated for at least two (02) young people, including: <ul style="list-style-type: none"> - negotiating goals, role and scope of advocacy work with young person - accompanying young person during first stages of service access - representing young person's interests and keeping young person informed of representation processes - completing report on organisational template. 	

CHCMHS001 - Work with people with mental health issues

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.

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.

Evidence could include:

- Resume
- Relevant Job and Person Specification
- Parchment/Transcripts
- Professional registrations/Memberships
- Training & development/Short Course
- Certificates
- Supervision Logs
- Third party reports

Evidence must show that the candidate has:

- worked with at least three (03) people with mental health issues in ways that support individual empowerment and recovery through:
 - use of communication techniques
 - provision and adaptation of services to meet particular needs

Unit of Study 5: Identify and respond to critical situations

CHCYTH016 - Respond to critical situations

This unit describes the performance outcomes, skills and knowledge required to maintain safety through effective response to potential and actual critical situations.

This unit applies to staff working in specialist services in residential work sites or in the community.

Evidence could include:

- Resume
- Relevant Job and Person Specification
- Parchment/Transcripts
- Professional registrations/Memberships
- Training & development/Short Course
- Certificates
- Supervision Logs

- Third party reports

Evidence must show that the candidate has:

- established a framework for dealing with one (01) potential crisis situation which includes:
 - identifying and assessing risks to persons safety and welfare
 - recognising and anticipating possible causes of conflicts
 - identifying and implementing risk-minimisation strategies
 - providing information on possible responses to team members
 - stating when to request assistance of others
 - detailing types of assistance to various situations
 - identifying equipment available to support response to potential crisis situations
- on at least one (01) occasion:
 - maintained a safe and healthy environment to minimise the risk of crisis situations
 - role modelled positive behaviour when engaging with young people
 - identified colleagues, self or young person's peers as potential triggers for change in young person's mood
 - provided invitation for young person to engage in healthy activities and relationships
 - documented actions taken according to organisational policies and procedures.

CHCDFV001 - Recognise and respond appropriately to domestic and family violence

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.

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.

Evidence could include:

- Resume
- Relevant Job and Person Specification
- Parchment/Transcripts
- Professional registrations/Memberships
- Training & development/Short Course
- Certificates

<ul style="list-style-type: none"> ▪ Supervision Logs ▪ Third party reports <p>Evidence must show that the candidate has:</p> <ul style="list-style-type: none"> ▪ identified and responded to the needs of at least three (03) clients affected by domestic and family violence, according to legal and ethical requirements ▪ used the following interpersonal skills with clients: <ul style="list-style-type: none"> - questioning - active listening - rapport building. 	
<p>CHCCCS003 - Increase the safety of individuals at risk of suicide</p> <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> <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> <p>responded to at least three (03) different situations where there is risk of suicide.</p>	

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:			
Unit of Competency	RPL / CT requested by student	RPL / CT granted by assessor	Assessor initials
Unit of Study 1: The world of work			
HLTWHS001 - Participate in workplace health and safety	<input type="checkbox"/>		
CHCLEG001 - Work legally and ethically	<input type="checkbox"/>		
CHCPRT025 - Identify and report children and young people at risk	<input type="checkbox"/>		
Unit of Study 2: Communication, diversity and interacting with others			
CHCCOM002 - Use communication to build relationships	<input type="checkbox"/>		
CHCDIV001 - Work with diverse people	<input type="checkbox"/>		
CHCDIV002 - Promote Aboriginal and Torres Strait Islander cultural safety	<input type="checkbox"/>		
Unit of Study 3: Youth work in action			
CHCYTH013 - Engage respectfully with young people	<input type="checkbox"/>		
CHCYTH014 - Work effectively with young people in the youth work context	<input type="checkbox"/>		
CHCYTH015 - Support young people to create opportunities in their lives	<input type="checkbox"/>		
CHCGRP002 - Plan and conduct group activities	<input type="checkbox"/>		
Unit of Study 4: Provide services for young people in response to needs and circumstances			
CHCDEV004 - Confirm developmental status	<input type="checkbox"/>		
CHCMGS007 - Work effectively in trauma informed care	<input type="checkbox"/>		
CHCYTH022 - Provide services for young people appropriate to their needs and circumstances	<input type="checkbox"/>		
CHCMHS001 - Work with people with mental health issues	<input type="checkbox"/>		
Unit of Study 5: Identify and respond to critical situations			
CHCYTH016 - Respond to critical situations	<input type="checkbox"/>		
CHCDFV001 - Recognise and respond appropriately to domestic and family violence	<input type="checkbox"/>		
CHCCCS003 - Increase the safety of individuals at risk of suicide	<input type="checkbox"/>		

Assessor Notes:

Signed by Assessor:

Date: