

Guidelines for getting the evidence you need for Recognition of Prior Learning (RPL)

These guidelines will give you an idea of whether you have the types of evidence you need to get RPL towards your TAFE course.

The table below covers each of the competencies in the Certificate IV Community Services (Protective Care) course. You'll find that some of these competencies are also in other TAFE courses, like the Diploma of Child Care and Diploma of Community Services.

The table shows the 'gap' between the Quality Care training and the competency that you need to cover through your other skills, knowledge and experience in order to get RPL.

The list of evidence might seem daunting but remember that **you don't need all of the evidence in the table** - it's just a guide. Talk to your TAFE about what evidence you think you have and whether this will be enough to get RPL.

Do I have the 'evidence'?

Evidence may include:

- photocopied copies of qualifications and/or results statements – these must be certified by a Justice of the Peace
- confirmation of your attendance at Quality Care training or other professional development
- your resume
- reports, e.g. from supervisors, colleagues, previous assessors, the accreditation process for your service
- samples of work related documents, such as program books, children's records, and observations – confidentiality must be respected.
- diary or journal depicting daily events
- previous assessments
- position description
- service policies
- record of your philosophy in children's services
- videos or photographs
- tapes of conversations
- NCAC Self-Study Reports if you have worked in a child care centre
- third party reports.

You will need to discuss with your assessor the types of evidence that are required, so that the evidence you present is:

- **Valid:** Your evidence must be directly relevant and linked to the unit(s) of competency for which you are seeking recognition.
- **Sufficient:** Your evidence must demonstrate that you are able to transfer skills across different contexts and over time.
- **Current:** Your evidence must demonstrate that your experience is recent and that your knowledge is up-to-date.
- **Authentic:** Your evidence must relate to yourself and not to other people. You may need to have some evidence signed by a supervisor or another qualified person.

Competency	Gaps identified	Examples of evidence that you could use
<p>CHCCS301A</p> <p>Work within a legal and ethical framework</p>	<ul style="list-style-type: none"> • Ethical decision making • Legal issues, system and legislation in Community Services • Review and development of policies and protocols • On the job verification of competency 	<ol style="list-style-type: none"> 1. Work with clients in a number of different environments for example, residential facilities, educational facilities, children’s services, community centres, in the clients own home or in community or government agencies or organizations. 2. Evidence of knowledge of and use of grievance procedures 3. Documentation of giving children medication 4. Documentation of accident and incident reporting 5. Show that you have attended a professional development activity in the areas of legal, statutory, regulatory, and/or duty of care requirements. 6. Describe your legal responsibilities and obligations in undertaking your work role. You may wish to refer to legislation in the areas of WH&S, Equal Opportunity, Anti-discrimination, the Criminal Code, Child Protection, or Freedom of Information. 7. Describe typical events during the day, when legal responsibilities must be considered. 8. Provide a testimonial from a co-worker about your adherence to the principles of duty of care, and your attention to statutory and regulatory requirements. 9. Describe ways that you ensure confidentiality is maintained in your practice. 10. Describe and have verified a recent occasion when you consulted policies, procedures and protocols, and acted accordingly. 11. Provide a database of people able to help you in the clarification of your role and responsibilities. This could include your union representative, an industrial relations officer, and a resource officer with the Department of Communities. Give examples of your practice in which you have: <ul style="list-style-type: none"> • used effective problem solving techniques • treated clients equally • contributed to discussions about ethical issues • recognised and appropriately reported unethical behaviour. 12. Show records of professional development or other studies that you have undertaken in the areas of: <ul style="list-style-type: none"> • the rights of clients

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		<ul style="list-style-type: none"> • problem solving • values clarification • ethics. <p>13. Show a database of advocacy services, for example, Children’s Commission, CISTA (Childcare Inclusion Support and Training Access).</p> <p>14. A reference or testimonial about workplace competence.</p>
<p>CHCCHILD1C</p> <p>Identify and respond to young people at risk of harm</p>	<ul style="list-style-type: none"> • Indicators of the different types and dynamics of abuse • On the job verification of competency 	<ol style="list-style-type: none"> 1. Evidence that the candidate is or has been involved in delivering services to children and young people to a standard that is in keeping with the laws and conventions of the local, state and federal governments. This could be in the form of a testimonial or a reference from an employer or supervisor. 2. Routines are in accordance with child protection procedures- Show an example of routines established eg toileting / sleep time routines. 3. Provide a copy of the relevant regulations in the area of ‘child protection’. 4. Provide a statement of what you believe to be your ‘duty of care’. 5. Provide evidence of professional development in the area of child abuse or child protection. 6. Show an example of documentation in which you have recorded observations, communication, or information that could be referenced, if concerns about the welfare of a child needed to be investigated.
<p>CHCCHILD2C</p> <p>Support the rights and safety of the children within the duty of care requirement</p>	<ul style="list-style-type: none"> • On the job verification of competency • Knowledge of relevant accreditation / continuous improvement systems that apply to relevant Community Service 	<ol style="list-style-type: none"> 1. Discuss or provide copies of relevant regulations and guidelines for your service or a service that you have worked in previously. Describe how you work ethically within them. 2. Discuss or provide observations, for example, anecdotal records, case studies, or diary or journal entries, which indicate a child may be at risk in certain situations and identify the steps that you would take to report your findings. 3. Provide evidence of in-service training or other professional development on child abuse 4. Describe or provide service guidelines of the steps taken, or procedures used, to report and respond to incidents, to ensure the environment is safe and healthy, and that supervision is planned and

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		<p>monitored according to legislative requirements</p> <ol style="list-style-type: none"> 5. Describe any incidents in which you have been involved, where you had to ensure that children's rights were protected or acknowledged. 6. Demonstrate your contribution to a self study report in any accreditation program 7. Show proof of on the job competency through a reference or testimonial from an employer of supervisor.
<p>CHCFC1B Support the development of young people in the service</p>	<ul style="list-style-type: none"> • More in depth understanding of the stages of development for children 0 – 5years or 6-12 years • More in depth understanding of inclusive principle and practice relating to all children, in relation to race, gender or ability. • On the job verification of competency. 	<ol style="list-style-type: none"> 1. Show evidence of your input into program planning, demonstrating how you have promoted children's development through planned and spontaneous play activities. 2. Provide a letter from a supervisor, or a 15–20 minute edited video, or a demonstration, to show your skills in interacting with children during routines and play. The skills are: <ul style="list-style-type: none"> • encouraging children to do things at their own level • talking to them encouragingly about their interests, using language they can understand • responding to their communication respectfully, and following up on what they say • helping children, while encouraging their independence • reinforcing realistic expectations, and managing children's behaviour effectively, using appropriate ways they understand • supporting children to manage their own routines • providing items you have selected, which will help them to gain physical skills. 3. Demonstrate or describe how you assist to ensure the program includes opportunities for children to experience balance, eye-hand coordination, gross and fine-motor skills and movement. 4. Show examples (e.g. photographs with written descriptions) of the experiences you create for small and larger groups of children to support their development, and noting the relevant age group and reasons for your choices. 5. Provide evidence of your support/ participation in culturally appropriate celebrations. Evidence could include: reflective journal/diary entries, photographs,

Competency	Gaps identified	Examples of evidence that you could use
		<p>letters of appreciation from parents, or statements from a supervisor or community organisation</p> <ol style="list-style-type: none"> 6. Provide a copy from your reflective journal/diary entries of instances when you have actively built and maintained a trusting relationship with children. You may have used and modelled positive words, or sensitively assisted a child to express their feelings. 7. Provide a letter from a supervisor to describe, or a demonstration to show, your skills in engaging children in a range of language forms (e.g. poetry, songs, stories, questions, rhymes), and encouraging them to express themselves. 8. Provide program details or a demonstration of encouraging children to express their imagination and creativity. 9. Show with photographs/video or in writing how you have created an environment where children are exploring their sense of touch, taste, smell, sight, sound. 10. Demonstrate or describe how you create and change the aesthetics of your environment, and how you change or assist the children to create 'beautiful' indoor and outdoor places. 11. Provide a list or show resources that encourage children to initiate their own creative activities. 12. Provide anecdotal evidence of where you have fostered curiosity, or a more inquiring approach to the play. 13. Show photographs of projects that have been instigated from children exploring new ideas. Note any 'stories' shared. 14. Provide photographs of a play space where the selection of equipment, games and toys shows how you encourage children to expand their worldview. Explain your choice. 15. Show examples of the experiences you create for small and larger groups of children to support their development, and noting the relevant age group and reasons for your choices.
<p>CHCROT3C</p> <p>Provision of out of home care</p>	<ul style="list-style-type: none"> • Effective Case Work principles • Understanding state and federal jurisdictions • Understanding of the 	<ol style="list-style-type: none"> 1. Detail the responsibilities of stakeholders according to the protocols and procedures, in an out of home care placement. 2. Detail of strategies that you have used to ensure that the child expresses their views. 3. Detail strategies that you have used to ensure that the

Competency	Gaps identified	Examples of evidence that you could use
	<p>workings of court, legal systems and legal processes</p> <ul style="list-style-type: none"> • Detailed understanding of child protection policy and procedures including interagency protocols • Detailed understanding of legislation relevant to child protection including permanency planning and adoption. • Understanding of risk assessment and family assessment • On the job verification of competency 	<p>language, cultural, religious ties are observed.</p> <ol style="list-style-type: none"> 4. Copies of progress reports that show that the child's needs have been assessed planned for and met. 5. Copies with names blacked out of completed documentation and records. 6. Details of your involvement and understanding of the court system 7. Details of your role and involvement in a reunification, restoration or transition from care arrangement. 8. Show a data base of referrals and contacts that you have used to support children and their families in any of the processes involved in this competency. 9. Testimonial or reference from a supervisor about your workplace competence in this area.
<p>CHCIC1C</p> <p>Interact effectively with children</p>	<ul style="list-style-type: none"> • Cultural Expectations • Needs of children with a disability and relevant strategies used. • Stage related development, behaviour and learning • Health and safety policies and requirements • On the job verification of competency. 	<ol style="list-style-type: none"> 1. Provide photographs with descriptions that illustrate your understanding of non-verbal communication. 2. Demonstrate the use of non-verbal communication with a child, or use an anecdote verified by a co-worker. 3. Describe a situation in which you helped children understand discrimination. Have this verified by a co-worker. 4. Identify actions that demonstrate positive behaviour, and which you role model frequently. 5. Demonstrate or record several conversations that communicate positive and realistic expectations of behaviour. Your examples need to show how you draw the child's attention to the positive aspects of their behaviour. 6. Provide anecdotal evidence of how you frequently set and apply appropriate limits, taking into account the child's age, development, culture or needs. Have this verified by a co-worker. 7. Provide a copy of the service's policies with regard to limits, and highlight what you see as relevant. 8. Describe how you have involved the children in setting limits and making decisions about the program. Provide verification from a co-worker. 9. Describe what strategies you have for encouraging all children to create and evaluate new ideas and

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		<p>interests for the program</p> <ol style="list-style-type: none"> 10. Show how you acknowledge and use the suggestions children come up with. 11. Show a program in which you emphasise respect for the similarities and differences among children. 12. Describe or record a situation when you were able to discuss similarities and differences with children (for example a discussion at meal times about likes and dislikes). Reflective journals and/or diaries could be used. 13. Detail how health and safety policies may need to be referred to when planning effective play with children 14. Provide a testimonial from an employer or supervisor verifying your ability to work effectively with children
<p>CHCCN20A</p> <p>Advocate for the rights and needs of children and young people</p>	<ul style="list-style-type: none"> • A broader understanding of the role of advocacy and self advocacy required in the general public. • On the job verification of competency 	<ol style="list-style-type: none"> 1. Provide a copy of a letter or letters to a newspaper in which you advocated for children’s rights. 2. Show evidence of communication with a parent about a child’s needs. This could be a journal, communication book or diary 3. Provide minutes from staff meetings, parent, political or community meetings in which you advocated for children’s rights. 4. Provide details of your membership and involvement in an advocacy group. 5. Provide evidence of self initiated research on the advocacy of children. 6. Show how you promoted the rights of children to the public by: <ul style="list-style-type: none"> • writing letters to the editor • speaking on public radio • communicating with other children’s services professionals • contributing to newsletters • communicating with government or other agencies • promoting a fund raising activity by publicising the needs of the children. 7. Show documentation to verify your attendance at in-service training or professional development in child

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		<p>protection</p> <p>8. Provide a copy of your program, reflective diary or journal, in which you challenge stereotypes and unrealistic expectations of children.</p> <p>9. Show how you promote children’s abilities. This could include:</p> <ul style="list-style-type: none"> • photographs of displays • newspaper articles you have written • presentations at parents’ events • copies of communication with parents • posters you have prepared • lists of resources • your program • policy development that you have been involved with. <p>10. Provide evidence in the form testimonial or reference from a supervisor or employer verifying your competence in this area.</p>