RPL KIT

HLT47315
Certificate IV in Health Administration

Doc ID: 26 RPL HLT47315 Certificate IV in Health Administration_V2			Date: 10/10/15
Developed by: BRoberts	Approved by: DJackson	Review Date:10/04/2016	Version: 2
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ABOUT THIS KIT

This RPL Kit is designed as a self assessment tool to determine whether you are able to provide evidence sufficient for judgements on whether you are competent against units of competency in the Training Package/Qualification undertaken.

This evidence must especially be sufficient, current, reliable, valid and authentic.

This Kit provides assistance to not only confirm which units of competency may be required, but also the basis upon which you should collect evidence for each unit of competency chosen. It does not provide all the detail on each unit of competency, or the qualification as is only available from the full Training Package.

WHAT IS RPL?

Recognition of Prior Learning (RPL) under the Australian National Training Quality Framework is a formal process whereby a person's skills and knowledge acquired through previous training, work, or life experience may be used to grant status or credit in a subject, module, or course.

In the RPL process evidence is collected against the skills and knowledge requirements for the unit of competency or its constituent elements. If recognition is granted then where that unit or units of competency form part of a course the candidate can be credited with the equivalent parts of a course (statement of attainment), or even an entire qualification.

FIVE EASY STEPS TO RPL

1. Read this RPL Kit to determine what you can do and where you wish to gain recognition for your prior learning.

2. For those units of competency being sought examine in detail and reflect on their associated elements and performance criteria.

3. Use the 'Guide to collection of evidence' for each unit of competency to translates the technical detail of the competency standard into a self-assessment approach that permits you to identify where you can provide evidence in the form of credentials, observation reports, written testimonials, or in a portfolio.

4. Collect, sort and package the relevant evidence against each unit of competency.

5. Complete the RPL Kit's cover sheet, check that all relevant forms have been signed and included, and after copying the completed package, submit the evidence and all the completed sheets in this Kit to Australian Salesmasters Training Company for assessment.

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TIPS AND HINTS TO HELP YOU PREPARE FOR RECOGNITION

To have skills formally recognised in the national system, assessors must make sure you have the skills and knowledge to meet the industry standard. Assessment happens in a variety of ways. Being prepared can save you valuable time and hassle and make the recognition process stress-free for you.

Here are some tips and hints for you:

1. Be prepared to provide evidence about your job roles and your work history. Provide a resume or jot down a few points about where you have worked, either paid or unpaid, and what you did there.

2. Provide your position description and any performance appraisals you have from any retai shops or facilities you have worked in.

3. Think about who can confirm your skill level. Think about current or recent supervisors who have seen you work in the past 18 months and will be able to confirm your skills. Evidence may be required from them. You may also have community contacts or even clients themselves who can vouch for your skill level.

4. Collect any certificates from in-house training or formal training you have done in the past.

5. Think about other ways you can show your skills in the retail industry. These could be letters from employers, records of your professional development sessions, employers or clients in related industries or government agencies, acknowledgements, workplace forms (as long as they don't show client details) or other relevant documents.

HOW MUCH EVIDENCE IS REQUIRED

When the Trainers are assessing your portfolio of evidence they will be looking for the quality of your evidence submitted. The quality of evidence submitted would be more important than the quantity of evidence that you provide. Evidence must be relevant to the unit of competency. You will need to demonstrate that you have the required skills and knowledge that meets the standards identified in the performance criteria for the unit. You must consider that the evidence that is submitted demonstrates your competency through various examples.

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TYPES OF EVIDENCE FOR RPL

In order to be found competent in this unit you must provide evidence sufficient for judgement by an independent assessor. This Kit suggests three forms of evidence may be collected and packaged. They include:

1. **Qualifications (copies must be certified)**
This evidence is the most unambiguous and easy to present. It represents the provision of formal qualifications issued by a Registered Training Provider (RTO). Qualification from an RTO may be the complete qualification for a course (i.e. Certificate Iv in Training and Assessment), or for units of competencies gained that credit towards such a qualification. **Statements of Attainment** are where an AQF qualification is partially achieved through the achievement of one or more endorsed units of competency, an RTO may issue a Statement of Attainment. Issuance of Statements of Attainment must comply with the advice provided in the *AQF Implementation Handbook* and the *AQF Standards for Registered Training Organisations*.

Qualifications presented may also include those from tertiary institutions or other providers that hold equivalency to the units of competency (i.e. the extent to which a person's acquired knowledge or skills satisfy the competency requirements). Other training providers such as in-house, community and various unaccredited providers may also grant awards that the applicant presents as evidence of learning in the field of endeavour covered by the unit of competency.

Copies of qualifications submitted as evidence must be certified.

2. **Observation /Third Part Report**
This evidence requires the presentation of an independent report by a qualified observer confirming the applicant has individually or collectively achieved the competency outcomes, performance criteria, skills and knowledge of this competency standard to be demonstrated. Such reports hold greater validity when they come from independent individuals with the verified expertise to make such judgements (i.e. A person competent to assess the unit of competency being observed).

To be valid, an observation/ third party reports must address the applicant's performance specifically in   relation to relevant unit/s of competency. Observations/third party reports should establish the writer's working relationship with the applicant, provide examples of what the third party has observed, be signed, dated and presented in an identifiable document.

3. **Written testimonial or report that may specifically demonstrate the applicant's knowledge**
This requires the submission of written evidence by the applicant that may specifically demonstrate the applicant's knowledge. Such written reports usually cover and confirm how work and life experience have contributed to such competency being attained. They may also be research or academic papers that confirm the applicant's knowledge on the subject matter.

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4. **Portfolio of evidence**

This requires the submission of workplace documents or other documentary evidence that supports the applicants completion of the outcomes stated in the respective unit of competency

5. **Resumes/CVs and current job descriptions**

These documents are useful in describing the recent and current contexts in which an applicant works but, on their own, cannot be deemed to be evidence. They must be supported by work examples, valid third party reports and other forms of evidence.

6. **Copies of policies and procedures**

Many applicants submit such documents as evidence that they work in accordance with an organisations policy and procedures. If this is what the applicant is claiming, they must present evidence of actual work that illustrates this. Of course, if the applicant is claiming to have written the policy and procedures, then the documents themselves are indeed evidence, provided the applicant also presents proof of authorship and provided development of policies and procedures is a requirement of the unit/s of competency being addressed.

7. **Work documents**

Documents such as examples of the applicant's work, reports, correspondence, meeting documents, files, conference records etc must be identifiable. Each individual piece of evidence should be able to stand on its own. That is, assessors should be able to see that any single piece of evidence is: directly related to the applicant and the organisation for which the work was performed; be dated; have file identification and, where necessary, be signed and/or verified.

8. **Historical evidence**

The currency of evidence can be a big issue. A general rule of thumb is that evidence that is older than three years must be supported by more up to date evidence of the applicant's continued application of the relevant competence. If the applicant can demonstrate a continuum, then the historical evidence can be used; if not, then the applicant must demonstrate current competence in an appropriate way.

QUALITY EVIDENCE TO BE COLLECTED

Quality evidence is evidence that the assessor can rely upon. The evidence provided must be able to withstand scrutiny and provide a clear picture your competent performance over a period of time

For all units of competency the collection of quality evidence requires that assessment must address the scope of the respective unit and reflect all components of the unit i.e. the elements, performance criteria, range statement, evidence requirements and key competencies.

GATHERING EVIDENCE

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There are three broad types of evidence that you can collect

- Direct evidence
- Indirect evidence
- Personal statements

Direct Evidence

This is work **produced** by you, which might include:

- Correspondence you have written (letters, faxes, emails)

- Completed in-house work programs e.g. documented delivery of in-house training courses

- Folders or records you have maintained

- Plans or schedules you have created and maintained

Direct evidence is anything that you have produced yourself for which you have been primarily responsible. You will need to consider providing various examples of evidence that you have produced over a period of time. It is important to verify your work as your own by getting your supervisor to authorise the evidence that you have submitted. Remember that the Trainer may contact your supervisor to check verification.

Indirect evidence

This is information **about** you, which might include:

- Certificates/Statements of results you have completed

- Minutes of meetings that contain information that you have participated or performed duties at your place of work

- Your position description

- Performance appraisals

- Letters of appreciation from clients or work colleagues

- Reference from previous employees

- Workplace awards, prizes, certificates

- Photographs/recordings of activities you have undertaken

- Reports from managers or supervisors who have witnessed specific activities you have undertaken

Personal Statements

Statements from your managers, supervisors, previous employers, customers & colleagues, can be included in your evidence portfolio to support your claims. These are not references from previous employers but statements of information that are relevant to an element and performance criteria for the unit of competency.

Keep in mind that any personal statements that you include as evidence should include the following:

- A brief description of the situations and/or circumstances in which you carried out the activity/work

- Details of the activity/work

- Explanation of the planning and factors that contributed to the outcomes of the activities/work, e.g. how, why, when and the outcome.

GUIDE TO THE SUBMISSION OF EVIDENCE

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How to lodge evidence

Presentation of any written evidence is important. Remember, you are trying to convince your assessor of your competency. Your written assessment or recognition portfolio should:

- be typed or hand written (Pleas ensure it can be read easily and is in plain English)
- be sorted into correct order and sequence relating to the units of competency applied for
- be grouped into the relevant order and be easy to access (preferably not in plastic sleeves and be clipped together or stapled where required (prevents loss of pages from important bundles).
- give clear references (if external information sources are used)

All RPL applications should be mailed in hard copy or provided in electronic form (email or digital storage device) wherever possible. Copies must be kept by the applicant.

All applicants should provide contact details for confirmation of receipt of application from the Australian Salesmasters Training Company.

Sorting and presenting evidence

Evidence provided should:

- Be relevant to the unit of competency.

- Be unambiguously associated with the applicant, not some other person.

  o Each piece of evidence is clearly identifiable as the candidate's own work
  o Qualifications, references, licences etc presented by the candidate are signed off as a full and correct copy of the original by a credible third party
  o Candidate's verbal or written accounts of what they can do are supported by actual evidence, such as work examples, products, etc.

- Be current.

  o demonstrates that the applicant can apply the competency in their current work
  o reflects work carried out by the candidate over a period of time.
  o The key point here is that the assessor must be confident the applicant can still perform to the standard demonstrated by the evidence.

- Be valid:

  o relates directly to the unit of competency
  o demonstrates the relevant underpinning skills and knowledge
  o reflects the four dimensions of competency and key competencies
  o is appropriate to the relevant AQF descriptor. (Detailed below).

- Be verifiable.

- Be reliable.

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- Be sufficient*:*

  - o includes all the critical aspects of evidence presented in the unit Evidence Guide, including the specific evidence requirements listed
  - o covers the full range of performance identified in the unit
  - o shows competency over a period of time and in different contexts
  - o includes different forms of evidence

- Focus only on the set performance criteria and associated elements of the unit of competency.
- Copied and placed with each relevant unit of competency or clearly labeled to show where one piece of evidence applies to more than one unit of competency.
- Cover the competency standard in a clear, logical, and structured manner.

Be sure to indicate copyright and any security or privacy issues when presenting evidence. Australian Salesmasters training Company is sensitive of how RPL information is handled and all materials will usually be returned to the applicant. Any special requirements must be noted in your cover page to prevent legal infringements by all parties.

- Relevant AQF Descriptor

This is a training program that leads to the completion of the Australian Government's Health Training Package. It will equip participants with the essential knowledge, skills and attributes required to work effectively as members of a health services support team and a qualification providing participants with practical skills in the area of Health Administration at AQF Level 1V.

What is the Australian Qualifications Framework?
The Australian Qualifications Framework (AQF) provides a national framework for all education and training qualifications in Australia. There are twelve qualifications in the AQF. Six of these are relevant to the Vocational Education and Training (VET) sector. The twelve qualifications are:

Schools Sector	Vocational Education and Training Sector	Higher Education Sector (Tertiary)
	Vocational Graduate Diploma Vocational Graduate Certificate Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate I	Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Advanced Diploma Diploma
Senior Secondary Certificate of Education		

Australian Quality Training Framework Level – Level IV

At Level IV the Characteristics of Learning Outcomes are:

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- Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine.
- Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.
- Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills.
- Applications involve responsibility for, and limited organisation of, others

Proof of competence with this qualification requires a participant individual to:
- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others

APPLICANT EMPLOYMENT HISTORY FORM

The following is provided as a guide on how you may prepare a work history report

Name, Address and Phone number of Employers	Period of Employment (DD/MM/YYYY)		Position Held	Full Time Part-time Casual	Description of Major Duties
	From	To			
1.					
2.					
3.					
4.					

PREPARING AN OBSERVATION REPORT

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The following is provided as a guide on how you may prepare an observation report.

Purpose of the task:

- ***Through this observation candidates must be able to provide evidence that they can successfully complete the unit of competency.***

The evidence guide and in some cases the performance criteria relating to the elements of the unit of competency should become the criteria used to align observed performance. The observer or assessor, where they hold competency standards relevant to being an assessor and the unit of competency being assessed, should indicate where the candidate has been observed completing the criteria to both the required standard (satisfactory) and on a consistent basis.

Instructions for the observation component:
The observer may make comments and add feedback to the candidate during and after the session. These comments are also important parts of the evidence gathering requirements.

While the criteria form the 'checklist' for the observer they also have scope to add comments and add further criteria they may feel is relevant.

The observer/assessor and the candidate being assessed should sign off and date the observation report for it to be considered valid.

NOTE: The candidate may wish to provide the contact details for the observer/assessor in case the Australian Salesmasters Training Company assessor wishes to confirm either detail relating to the assessment or the observer's relationship with the candidate.

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OBSERVATION ASSESSMENT for	
Candidate name:	
Unit of competency:	
Observers name (if unqualified):	
Assessors name (if qualified):	
Workplace:	
Date of assessment:	
Length of training session:	

Observation

Using the Unit of Competency evidence and/or performance criteria list and confirm if the candidate has consistently, and to a satisfactory standard demonstration skills and knowledge relating to:	Yes	No	N/A
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Feedback to candidate:

The candidate's overall performance was:

Satisfactory ☐   Not Satisfactory ☐

Signature of Assessor/Observer:	
	Dated: / /201
Signature of candidate/Assessee:	
	Dated: / /201

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PREPARING A PORTFOLIO

As you work through the relevant unit of competency you must collect documentation or work samples that 'prove' what you do or have done. Examples of the type of evidence you collect and package into a portfolio can also include:

- Resume, Curriculum Vitae
- Job/Position description
- Certificates/Qualifications/Statements of Attainment
- Memo's (you have drafted)
- Letters (you have drafted)
- Proformas/forms you use e.g.
  - Fax messages
  - Procedures/Policy
- Organisational Chart (with names)
- Reports
- Rosters
- Email Correspondence
- References from supervisor/peers
- Letters of support/appreciation
- Plans you have created
- Perform ace appraisals/review
- Training Diary
- References from previous employers
- Workplace awards, prizes, certificates
- Tools such as:
  - Budgets/costing sheets etc
  - Department documents
  - Booking sheets
  - Workplace evidence e.g.Team meeting notes
- Evaluation forms
- Meetings/conferences/seminars you have helped organise
- Brochures/Flyers you have produced
- Promotional material
- Feedback sheets/surveys
- Team projects (outlining your roles)

The list is indicative rather than exhaustive.
You should consider using a Portfolio Cover sheet for each unit of competency to ease its collection

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and verification by the RPL assessor.

Name:	Date submitted:
I declare this evidence to have been produced by the undersigned. Candidate's signature:	
Portfolio evidence presented for unit of competency:	
List evidence in order:	

Assessor to complete

Evidence is: Valid   Sufficient   Authentic   Current

☐   ☐   ☐   ☐

Assessor signature:

Dated: _____/_____/201_

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Providing third part verification in a portfolio

This is a template that can be used by the RPL candidate to secure third party testimony as to their performance of skills and knowledge in relation to a unit of competency.

Name:	Date submitted:		
I declare this evidence to have been produced by the undersigned. Candidate's signature:			
Third party testimony for unit of competency: *{List unit of competency title}*			
Testimony			
Please confirm the work performance of the applicant using this checklist. This information is confidential and will be used by Registered Training Organisation to assess and recognise any prior learning the candidate may have that satisfy the unit of competency listed above **Is the applicant able to reliably meet the organisation's performance standards for the following tasks?**	**Yes**	**Needs more experience**	**N/A**
{List tasks of elements or skills and knowledge from unit of competency}	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
Comments or notes by third party:			
The candidate's overall performance was: Satisfactory ☐ Not Satisfactory ☐			
Signature of Third Party providing testimony:	Dated: / /201		
Position:	Contact phone number or email:		
Signature of candidate:	Dated: / /201		
Position:	Contact phone number or email:		
RPL assessor to complete Evidence is: Valid Sufficient Authentic Current ☐ ☐ ☐ ☐ RPL Assessor signature: Dated: _____/_____/201_			

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The RPL application

RECOGNITION OF PRIOR LEARNING COVER SHEET

Program: Code: **HLT47315** Title: **Certificate IV in Health Administration**

Name:

Employer:

Postal Address:

Date of Posting:

Email contact *(for ASTC to confirm receipt of this application)*

Note any special copyright, privacy or other evidence handling requirements:

Declaration
I declare that:
- No part of this assessment has been copied from another person's work, except where documents or work is listed/referenced
- No part of this assessment has been written for me by another person

Signed:

Date:

Please post assessment to:

Australian Salesmasters Training Company
PO Box 638
Rosebery
NSW 1445

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CREDENTIALS PRESENTED AS evidence

Name the credentials (qualifications or statements of attainment) claimed as providing primary evidence for Recognition of Prior Learning against the units of competency composing the Retail Services Training Package.

A certified copy of all credential(s) - qualification or statements of attainment- listed **must** be provided.

Nominate relevant courses and qualifications held

Name of Course	Name and provider code of RTO awarding qualification	Date Awarded

Nominate relevant statements of attainment for imported units of competence held.

Name of Unit/Module	Training Package or Course Title	Date Awarded

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To be awarded the HLT47315 Certificate IV in Health Administration

Total number of units = 14

- 6 core units
- 8 elective units, consisting of:
  - at least 4 units from the list below
  - up to 4 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

All electives chosen must contribute to a valid, industry-supported vocational outcome.

Core units

CHCDIV001	Work with diverse people
CHCLEG001	Work legally and ethically
HLTWHS003	Maintain work health and safety
BSBLDR402	Lead effective workplace relationships
BSBMED301	Interpret and apply medical terminology appropriately
BSBMGT403	Implement continuous improvement

Elective units

CHCPRP003	Reflect on and improve own professional practice
HLTADM001	Administer and coordinate Telehealth services
HLTADM002	Manage Telehealth technology
HLTADM003	Facilitate a coordinated approach to client care
HLTADM004	Manage health billing and accounting system
HLTADM005	Produce coded clinical data
HLTADM006	Undertake complex clinical coding
HLTADM007	Complete highly complex clinical coding
BSBADM409	Coordinate business resources
BSBAUD402	Participate in a quality audit
BSBCUS401	Coordinate implementation of customer service strategies
BSBCUS402	Address customer needs

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BSBCUS403	Implement customer service standards
BSBFIA402	Report on financial activity
BSBHRM404	Review human resources functions
BSBHRM405	Support the recruitment, selection and induction of staff
BSBINM401	Implement workplace information system
BSBINN301	Promote innovation in a team environment
BSBITU306	Design and produce business documents
BSBLDR403	Lead team effectiveness
BSBLED401	Develop teams and individuals
BSBMED401	Manage patient record keeping system
BSBMGT402	Implement operational plan
BSBRKG401	Review the status of a record
BSBRKG402	Provide information from and about records
BSBRKG403	Set up a business or records system for a small business
BSBRSK501	Manage risk
BSBSUS501	Develop workplace policy and procedures for sustainability
BSBWRK411	Support employee and industrial relations procedures
TAEASS401B	Plan assessment activities and processes
TAEASS402B	Assess competence
TAEDEL401A	Plan, organise and deliver group-based learning
TAEDEL402A	Plan, organise and facilitate learning in the workplace

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THE FOLLOWING ARE EXAMPLES OF COMPLETED:

1. LEARNING ENVIRONMENT COMPETENCY STANDARD

HLTWHS200A	Participate in WHS processes		
Unit Descriptor	This unit specifies the workplace performance required for an entry level worker to participate in work health and safety (WHS) processes in the workplace in order to ensure their own health and safety at work as well as that of others in the workplace who may be affected by their actions		
Application of the Unit	Application of this unit should be contextualised to reflect any specific workplace risks, hazards and associated safety practices		
Element	**Performance Criteria**		**Tick if evidence provided (✓)**
1. Plan and prepare to work safely	1.1	Identify *hazards* in the work area, and take action to control risk	
	1.2	Report residual risk according to organisation procedures	
	1.3	Carry out pre-start checks as required according to work procedures	
2. Conduct work safely	2.1	Use *personal protective equipment* correctly	
	2.2	Follow work procedures and workplace instructions for ensuring safety when planning and conducting work	
	2.3	Report *incidents* and injuries to designated personnel in line with work procedures and workplace instructions	
	2.4	Undertake *WHS housekeeping* in work area in line with work procedures and workplace instructions	
	2.5	Identify own levels of stress and fatigue to ensure ability to work safely and sustainably	
3. Participate in WHS consultative activities	3.1	Contribute to workplace meetings, workplace inspections or other WHS consultative activities	
	3.2	Raise WHS issues with designated personnel according to organisation procedures	
	3.3	Provide input to improve workplace WHS systems and processes, according to organisation procedures, to eliminate hazards or reduce risk	
4. Follow emergency response procedures	4.1	Identify and report *emergency situations*	
	4.2	Follow organisation procedures for responding to emergencies	

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Qualifications Gained (Tick the appropriate box) O RTO credential O Tertiary institution credential (university) O Company training course O Previous employer training course O Accredited Tertiary/Secondary course O Other training course (please specify)	Portfolio Evidence Attached (Tick the appropriate box) O Sample of work completed O References and Testimonials O Letter of Validation O Certificate O Statement of results O Awards O Other (specify)
Observation provided by: (Tick the appropriate box) O Person holding unit of competency O Supervisor familiar with work O Independent expert	Written testimonial provided covering: (Tick the appropriate box) O Knowledge (written report or paper) O Work experience O Life experience
Signed:	Date completed:
Name in Full:	Contact email:

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2. A GUIDE TO THE COLLECTION OF EVIDENCE

A guide to the collection of evidence for: **HLTWHS200A Participate in WHS processes**
The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.   Assessment must reflect the endorsed Assessment Guidelines of the Health Services Training Package

Overview of Assessment

The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:

- Ability to accurately follow workplace procedures relevant to controlling risks in the workplace.

- Ability to identify hazards, risks and emergencies n the workplace and report such hazards, risks and emergencies to designated personnel.

- Ability to participate in WHS consultative activities

- Ability to correctly follow emergency procedures in emergency situations. Note that evidence in this area may be gathered through simulations.

Candidates must show that they have participated in relevant industry/professional development events or activities and had access to appropriate documentation and resources normally used in the workplace including workplace procedures, regulations, codes of practice and operation manuals.

They must be able to demonstrate skills to:

- Apply WHS knowledge when participating in processes to address own health and safety within their work area

- follow safe work procedures

- identify potential and existing risks or hazards

- use personal protective equipment correctly

- undertake WHS housekeeping in work area

- follow emergency response procedures

- communicate WHS information to appropriate personnel.

- use tools and equipment and products safely

- use literacy and language skills to:

    - understand and comply with work instructions

    - interpret safety signs

    - read and comprehend product instructions

    - participate in WHS consultative activities

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Checklist for provision of evidence for this Unit of Competency	Mark off when satisfied
A hazard is:	A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these
Common workplace hazards (from Safe Work Australia *Work Health And Safety Risks - Code of Practice*) include:	• Manual tasks - Overexertion or repetitive movement can cause muscular strain • Gravity - Falling objects, falls, slips and trips of people can cause fractures, bruises, lacerations, dislocations, concussion, permanent injuries or death • Electricity - Potential ignition source. Exposure to live electrical wires can cause shock, burns or death from electrocution • Machinery and equipment - Being hit by moving vehicles, or being caught by moving parts of machinery can cause fractures, bruises, lacerations, dislocations, permanent injuries or death • Hazardous chemicals - Chemicals (such as acids, hydrocarbons, heavy metals) and dusts (such as asbestos and silica) can cause respiratory illnesses, cancers or dermatitis • Extreme temperatures - Heat can cause burns, heat stroke or fatigue. Cold can cause hypothermia or frost bite • Noise - Exposure to loud noise can cause permanent hearing damage • Radiation - Ultra violet, welding arc flashes, micro waves and lasers can cause burns, cancer or blindness • Biological - Micro-organisms can cause hepatitis, legionnaires' disease, Q fever, HIV/AIDS or allergies • Psychosocial hazards - Effects of work-related stress, bullying, violence and work-related fatigue
Risk:	In relation to any hazard, means the probability and consequences of injury, illness or damage resulting from exposure to a hazard

Hierarchy of risk control (from Safe Work Australia *Work Health And Safety - Risks Code of Practice*) *includes:*	The ranking of ways control risks ranked from the highest level of protection and reliability to the lowest, including:
	• Level 1 controls
	   • Eliminate hazards
	• Level 2 controls
	   • Substitute the hazard with something safer
	   • Isolate the hazard from people
	   • Use engineering controls
	• Level 3 controls
	   • Use administrative controls
	   • Use personal protective equipment (PPE)

Examples of risks requiring management in a direct client care work environment may include:	• Worker fatigue or burnout requiring appropriate supervision and stress management • Injury or damage resulting from violent or aggressive behaviour, requiring strategies to defuse or avoid behaviours of concern • Risks relating to working in client's homes, requiring appropriate worker education and associated strategies • Fire in client's homes requiring workers to provide basic information on home fire safety

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Residual risk is:	The risk which remains after controls have been implemented
Personal protective equipment (PPE) includes:	Equipment worn by a person to provide protection from hazards, by providing a physical barrier between the person and the hazard and may include: • head protection • face and eye protection • respiratory protection • hearing protection • hand protection • clothing and footwear
Incidents include:	Any event that has caused, or has the potential for, injury, ill-health or damage
Designated personnel may include:	• Team leaders/supervisors • Officers • HSRs • HSC members • PCBUs • Organisation WHS personnel • Other persons designated by the organisation
WHS housekeeping includes:	Workplace and personal routines designed to improve health and safety; for example, cleaning up spills, keeping walkways, exits and traffic areas clear
Emergency situations may include	Any abnormal or sudden event that requires immediate action such as: • Serious injury events • Events requiring evacuation • Fires and explosions • Hazardous substance and chemical spills • Explosion and bomb alerts • Security emergencies, such as armed robberies, intruders and disturbed persons • Internal emergencies, such as loss of power or water supply and structural collapse • External emergencies and natural disasters, such as flood, storm and traffic accident impacting on the organisation
Products that could be used as evidence include:	• Verbal and written responses to verbal, pictorial, or physical scenarios • Demonstrated action to scenarios, simulations, role plays • Completed hazard or incident reports, completed workplace inspection checklists • Reports from work group members, supervisor
Processes that could be used as evidence include	• How contributions were made to consultative processes • How hazard inspections were carried out

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3. OBSERVATION

OBSERVATION ASSESSMENT for HLT47315 Certificate III in Health Administration	
Candidate name:	
Unit of competency:	HLTWHS200A Participate in WHS processes
Observers name (if unqualified):	
Assessors name (if qualified):	
Workplace:	
Date of assessment:	
Length of observation:	

Observation			
Confirm if the candidate has consistently, and to a satisfactory standard demonstration skills and knowledge relating to:	**Yes**	**No**	**N/A**
Identifying hazards in the work area	☐	☐	☐
Reporting hazards to appropriate personnel in accordance with procedures and requirements	☐	☐	☐
Follow procedures and work instructions for working safely in accordance with requirements	☐	☐	☐
Undertaking WHS housekeeping in work area in line with work procedure and instructions	☐	☐	☐
Joining in participative arrangements for WHS consultative activities in the workplace within scope of own role and responsibilities in accordance with workplace procedures and requirements	☐	☐	☐
Display ability to correctly follow emergency procedures in emergency situations.	☐	☐	☐
Identifying hazards in the work area	☐	☐	☐
Reporting risk	☐	☐	☐

Feedback to candidate:
The candidate's overall performance was: Satisfactory ☐   Not Satisfactory   ☐
Signature of Assessor/Observer: Dated: /   /201
Signature of candidate/assessee: Dated: /   /201

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4. PORTFOLIO OF EVIDENCE

Name:	Date submitted:
I declare this evidence to have been produced by the undersigned. Candidate's signature:	

Portfolio evidence presented for unit of competency:

Sample of RPL evidence gathering process for HLTWHS200A Participate in WHS processes

A list of the type of evidence you **MUST** collect are listed below. There may be other pieces of evidence that you could collect. You are encouraged to discuss any other options with your assessor**.**

- ☐ Knowledge of legal and compliance requirements for Work Health and Safety

- ☐ Examples of workplace procedures, regulations, codes of practice and operation manuals
- ☐ Examples of participating in WHS consultative processes
- ☐ Documents relating to hazards in the workplace and documents relating to workplace safety,
- ☐ Examples of hazard identification and risk assessment,
- ☐ Examples of communicating outcomes of joining in participative arrangements over WHS issues to the workgroup,
- ☐ Examples of records of emergency situations,
- ☐ Examples of undertaking WHS housekeeping in line with work procedures and workplace instructions
- ☐ Records of the ability to correctly follow emergency procedures in emergency situations

Other evidence provided/substituted (List each item):

Assessor to complete

Evidence is: Valid   Sufficient   Authentic   Current

☐ ☐   ☐   ☐

Assessor signature:

Dated: _____/_____/201

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Sample of RPL evidence gathering process for HLTWHS200A Participate in WHS processes

To assist confusion in the gathering of evidence, please remember that the submission of a couple of good examples, related to specific performance criteria, will answer commonly asked questions and clarify what is required.

Step 1:
Read the WHOLE unit of competency, making sure you **i**nclude *the Range Statement and Evidence Guide.*

Step 2:
Think about what you have done in relation to:

- having participated in relevant workplace/industry/professional development events or activities
   and
- access you have had to appropriate documentation and resources normally used in the workplace including human resources policies and files on performance feedback, disputes and grievances, workers compensation and leave applications.

You must be able to demonstrate:

- Ability to accurately follow workplace procedures relevant to controlling risks in the workplace.

- Ability to identify hazards and risks in the workplace and report incidents risks to designated personnel.

- Ability to use personal protective equipment

- Ability to participate in WHS consultative activities

- Ability to correctly follow emergency procedures in emergency situations. Note that evidence in this area may be gathered through simulations.

In particular, think of **at least two** examples of
- Planed to work safely
- Contributing to workplace meetings about WHS policies and procedures

- Following safe work procedures

- Using personal protective equipment correctly

- Identifing potential and existing risks or hazards

- Following emergency response procedures

- Communicating WHS information to appropriate personnel.

- Using tools and equipment and products safely
- Undertaking WHS housekeeping in your work area in line with work procedure and instructions,
- Reported on OH & S non-conformance
- Participating in WHS consultative activities

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For each example, with the help of the Range Statement, work out how you could demonstrate to an assessor:

- The workplace hazards you have identified and reported
- Emergency procedure activities have you/been involved with
- How you identified hazards
- Where you been involved in consultative processes. If so, what where they?
- Relevant regulations and legislation have you considered have you considered and for what purpose

In an RPL situation, you need to provide documented evidence of all of the above. Such evidence would be **valid,** since it would be based on the elements and performance criteria and on the requirements of the Evidence Guide.

Examples of documented evidence

1 A report which identifies and reports emergency situations

A valid report, well documented, should:
- Clarify the **work health and safety issues** for review and document the scope of review
- Record Consultation with *relevant personnel*
- Identify policies and procedures relevant to hazard identification or emergency procedures
- Apply relevant regulations and legislation

It should also clearly establish the relationship between you and your organization/workplace.

The documented evidence must include:

- Official identification, such as the organisation's/employer's letterhead, file name/numbers, and a clear statement about you and your role as a human resources officer [to establish **authenticity**]

- Dates and timeframes [to establish **currency**]

- Description of work health and safety function, how you identified emergency/ hazards//risk etc [**validity**]

2 A final report form
Some form of documented evidence such as the above that the report was completed, reviewed and evaluated

Note that all of the above may appear in one authenticated, dated document.

*3 Evidence to support your literacy skills to r*ead and interpret instructions, procedures, information, labels, signs and complete documentation relevant to developing and participating in the WHS process

Such evidence may be in the form of emails between you and your workplace supervisor, written feedback from your workplace supervisor and/or from others involved with the occupational health and safety functions re outcomes achieved and the value of the recommendations for future activity

NB: Written feedback from team members is appropriate evidence in relation to communication skills in this context

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4 Third party report

Your facilitation of all aspects of the research that supports work across a range of workplace WHS participation functional areas described above should be verified by a credible third party, usually a manager or senior colleague. Again, such a report must be identified, as above, dated and signed. If in the form of an email, the report would be self-identifying and dated.

In conclusion

To ensure that your evidence is **sufficient**, you should include at least three different forms of evidence, as described above, of involvement in workplace safety / occupational health and safety functions. Together, the research documents, emails and third party report should demonstrate your competency

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