

RPL PROFESSIONAL CONVERSATION AND RECORDING SHEETS

1 ASSESSOR INSTRUCTIONS

- 1.1 The discussion should provide an opportunity for the student to verify their understanding as identified by their self-assessment against relevant units of competency in the Student Toolkit - Recognition of Prior Learning. The Assessor can steer a conversation by asking questions to ensure that the student answers the important topics outlined for the questions asked.
- 1.2 The Assessor must be acquainted with the unit of competency in order to help the student contextualise the professional discussion questions. The Assessor evaluates the knowledge and abilities required, as well as the evidence (benchmarks) sought from the student. The questions are closely related to the need for evidence or observation.
- 1.3 Appropriate questions must be asked in order for the Assessor to confirm the legitimacy of the evidence provided while also learning personal details about the student's present abilities and knowledge for which RPL is being sought. This exchange is primary evidence that can be used to support the third-party report and evidence in the student's portfolio.
- 1.4 The Assessor marks each major point addressed by the student during the session on the Recording Sheets. The Assessor is doing this to note what they heard the student state during the professional conversation. If the student's response meets the benchmarks for the question, the Assessor places a tick in the 'yes' column; otherwise, the Assessor places a tick in the 'no' column. The answers to these questions serve as evidence in assessing overall competency for the unit for which RPL is sought.



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- 1.5 The Assessor's Comments section is used next to each question to provide additional information on the context of the discussion or any major points and examples discussed by the student that may be relevant in establishing competency.
- 1.6 Remember that the notes collected during the questioning session are crucial evidence and must be kept as part of the student's evaluation records.



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Student name		Student number	
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Mapping Reference (for assessor only)		Questions relating to unit Request additional examples if needed.	Yes	No	Assessor's Comment
		The students have to provide details about their present industry experience.			
KE1, 1.1, 2.2	1	Explain Aboriginal and/or Torres Strait Islander cultural safety. <i>Important Points: Creating a safe and supportive environment by adhering to the culture and ensuring that there is no assault, that their identity, who they are, and what they require is not contested or rejected. It is about mutual respect, mutual understanding, mutual knowledge and experience, learning, living and working together with dignity, and actually listening (Williams, R, 2008).</i>			
KE1, 1.1, 2.2	2	Discuss the connection between cultural safety and cultural awareness.			

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KE1, 1.1, 2.2	3	Explain the connection between cultural safety and cultural competence.			
KE1.1, 2	4	What are your organisation's primary policies and practices pertaining to cultural safety? <i>Important Points: Adherence to legislation and policies that match current legislation.</i> <i>The Australian Human Rights Commission Act 1986 and the Racial Discrimination Act 1975 are examples of current federal and state legislation. The former establishes all Australians' rights, including Aboriginal and/or Torres Strait Islander people. The latter was formed to ensure that there is no discrimination based on race, colour, belief, or culture.</i>			
KE2	5	Describe two (2) current federal and one current state pieces of law targeted at ensuring Aboriginal and/or Torres Strait Islander people's cultural safety in the workplace. <i>Important Points: Three examples are necessary, besides the ones provided.</i>			



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Mapping Reference (for assessor only)	Questions relating to unit Request additional examples if needed.	Yes	No	Assessor's Comment
	• Commonwealth (Federal) Legislation • Equal Employment Opportunity Act 1987 • Racial Discrimination Act 1975 • Age Discrimination Act 2004 • Disability Discrimination and other Human Rights Legislation Amendment Act 2009 • Sex Discrimination Act 1984 • Australian Human Rights Commission Act 1986 • Aboriginal and Torres Strait Islander Act 2005 • Closing the Gap • State Legislation • Victorian Aboriginal Inclusion Framework 2011 Vic • Aboriginal Languages Act 2017 N.51 • Anti-Discrimination Regulation 2019 • Family Responsibilities Commission Act 2008 ACT • Discrimination Act 1991 ACT • Anti-Discrimination Act 1991 Qld • Equal Opportunity Act 1984 Sth Australia • Equal Opportunity Act 1984 Western Australia • Equal Opportunity Act 2010 Vic			



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Mapping Reference (for assessor only)		Questions relating to unit Request additional examples if needed.	Yes	No	Assessor's Comment
KE3	6	What does it imply when someone says, "Aboriginal and/or Torres Strait Islander people have a diverse culture"? <i>Important Points: Aboriginal and Torres Strait Islander peoples form two different cultural groups. There is a multiplicity of cultures within these two groups, including customs, languages, beliefs, kinship patterns, connection to land, spirituality and lineage, traditional knowledge, and strategies for sustainable natural resource management.</i>			
KE3	7	Explain your understanding of Aboriginal and/or Torres Strait Islander culture's variety. <i>Important Points: Aboriginal Australia is diverse, with multiple nations, each with their own language, boundaries, natural land-based cultural sites, lore, traditions, and practices, visual art dances and dreaming stories, food sources and hunting and gathering processes, geographical differences and clothing adaptations, marriage practices, and relationships with other nations and groups.</i>			
KE4, 4.1, 4.2, 4.3, 4.4, 5	8	What are the historical, political, and social challenges that may have an impact on relationships, communication, and partnership development with Aboriginal and Torres Strait Islander people?			



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		<i>Important Points: Massacres result in the loss of lives and culture. Cultural practices are required to maintain optimal health. Existing trauma (for example, intergenerational trauma in child welfare services/stolen generation). Identity challenges (for example, stolen generation, lack of contact with culture/family, and refusal to identify). The Aborigines Protection Act said that mission and reserve movements resulted in low socioeconomic position and dependency. White Australia policy: culture and identity are not cherished, and there is a loss of sense of belonging that is not acknowledged.</i>			
KE1, 4, 5	9	Describe the knowledge and abilities needed to promote and engage Aboriginal and Torres Strait Islander cultural safety in the workplace. <i>Important Points: When interacting with Aboriginal people, be aware of and respectful of appropriate extended family and kinship structures. Make certain that the extended family is included in critical meetings and decisions. When planning meetings with community members, consider if the topic of discussion is appropriate for everyone or if the Men's and Women's Business problem will apply. Consider your own culture, attitudes, and beliefs.</i>			



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KE5	10	Explain how each of the following may affect Aboriginal and/or Torres Strait Islander service delivery; - o your own cultural beliefs and values - o Western work systems and methods <i>Important points: Cultural Values and Beliefs</i> • Students may draw similarities and distinctions between their own cultural values and beliefs and those of Aboriginal and/or Torres Strait Islander peoples. For example, a lack of understanding of Aboriginal and/or Torres Strait Islander culture and history, diverse family arrangements, and a focus on caring for children and the elderly. • Students may remark on and share instances of how their own cultural values, beliefs, life experiences, and work practices can impact their service delivery to Aboriginal and Torres Strait Islander people. • Students may see that by increasing their cultural competency, they can increase their self-awareness and be more inclined to engage in culturally safe practice. • Award systems and leave entitlements that are not adapted to Aboriginal and Torres Strait Islander cultural demands			



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		• <i>Workplace structures reflect colonial government structures at the micro-level</i> • <i>Work opportunities are not created to cater to the strengths of local communities</i> • <i>Western structures in community and health care systems have led to distrust as they are seen as part of the larger government institution</i> • <i>Local community members' self-determination and decision-making powers in health and community services have been reduced.</i>			
KE6	11	List five elements that contribute to Aboriginal and/or Torres Strait Islander health problems. List three diseases that affect Aboriginal and/or Torres Strait Islander people more than the general population. <i>Important Points: Social determinants include:</i> • <i>socioeconomic status/poverty</i> • <i>lack of formal education/educational disadvantage</i> • <i>Overcrowding (in housing)</i> • <i>Access to culturally appropriate services or any service (in rural/remote places)</i> • <i>Service affordability</i> • <i>Lack of access to food</i> <i>Lifestyle influences</i>			



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		• Smoking • Alcoholism • Illicit drugs • Malnutrition • Inactivity <i>Common illnesses</i> • Respiratory disease • Mental health problems • Cardiovascular disease • Diabetes • Chronic Kidney disease • Trachoma • Rheumatic heart disease https://www.healthdirect.gov.au/indigenous-health			
KE7	12	How does your service include Aboriginal and/or Torres Strait Islander people in service provision and program evaluation? <i>Important Points: Respectful relationships can foster chances for Aboriginal and/or Torres Strait Islander people to participate meaningfully. Evaluation should be incorporated into all levels of planning and design. Community consultation and connection development are critical components of gathering feedback, and they may be more effectively performed through the use of focus groups to stimulate conversations rather than written surveys.</i>			



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KE4, 4.1, 4.2, 4.3, 4.4, 6.1	13	Explain how you would consider the influence of trauma on an individual's capacity to: Making decisions, communicating, interpreting, and keeping knowledge are all part of the decision-making process. <i>Important Points: We need to be 'trauma-informed' to understand trauma and its impact on individuals (e.g., children), families, and community groups by ensuring programs account for their clients' traumatic experiences. This entails developing environments in which children feel physically and emotionally safe; all personnel are taught to respond from a trauma 'lens'; and help is accessible for trauma victims/survivors to reclaim control over their everyday lives. Promoting positive mental health outcomes for children using an ecological strategy (responding to all systems that are negatively affecting a child's circumstance) and physical activity. This would imply sharing authority and control with Aboriginal and/or Torres Strait Islander people, as well as building a culture that recognizes the impact on learning ability.</i>			
KE7	15	Describe four techniques for involving Aboriginal and Torres Strait Islander people in program development and service delivery.			



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	<i>Important Points:</i> •Determine the Aboriginal and Torres Strait Islander community or community groups in your area. •Determine who to consult (e.g., Elders groups). •Make contact with the appropriate people and/or organisations. •Be open about requirements and expected outcomes. •Collect data from the user group/clients/customers (e.g., a feedback form, an oral question framework, or a survey). •Be receptive to any suggestions. •Ensure that feedback on the impact of the consultation's outcome is provided.			



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Remarks from the conversation

How and where was the interview held?

Assessor Name

Assessor Signature

Date

Comments

Satisfactory

Unsatisfactory



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For more information		
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