

**AHETI**Transforming Aspirations into
Australian Health Careers

RPL THIRD PARTY REPORT

1 ASSESSOR'S INSTRUCTIONS

- 1.1 The skills listed below correspond to the unit of competence; some or all of them can be included in this report to create a third-party report to verify a student's experience.

2 THIRD PARTY INSTRUCTIONS

- 2.1 As a component to the assessment for the unit indicated below, the student is required to provide proof from a Third Party (employer, supervisor, or equivalent). This evidence will be used to back up the student's abilities and experience assessment.

Unit Code and Title	
----------------------------	--

Student name and number	
Position or title	

Reminder: A Third Party cannot be related to the applicant (for example, family members or close friends). This report cannot be completed by anyone who may have a conflict of interest.

Employer's name	
Third Party Name	
Please list your technical experience and/or qualification(s) as a third party.	
Workplace/ABN	
Workplace address	
Telephone Number	
Email Address	

3 ACTIVITY LIST

3.1 Please provide feedback on the following skills and confirm that the student performs these duties in accordance with workplace expectations.

Mapping Reference (for assessor only)		Does the student do any of the following activities?	Yes	No	Comments from a third party Please provide feedback on the following points: how frequently a task is completed; task duration; and when the activity was last completed.
PE1	1	At least one workplace promoted Aboriginal and/or Torres Strait Islander cultural safety.	☐	☐	
PE2	2	Culture and history were studied, as well as the influence of European settlement, loss of land and culture, and the significance of law and kinship.	☐	☐	
PE3	3	Methods for improving communication with Aboriginal and/or Torres Strait Islander peoples who may be clients or coworkers were considered.	☐	☐	
PC1.1, 1.2, 1.3, 1.4	4	Determine workplace cultural safety issues.	☐	☐	
PC2.3	5	Use communication and work procedures that respect Aboriginal and/or Torres Strait Islander people's cultural uniqueness.	☐	☐	



AHETI

Transforming Aspirations into
Australian Health Careers

PC2.4	6	Engage Aboriginal and/or Torres Strait Islander interpreters and colleagues as cultural brokers as needed.	☐	☐	
PC3.1, 3.2, 3.3, 3.4	7	Encourage the formation of effective partnerships among staff, Aboriginal and/or Torres Strait Islander people, and their communities by: • Find and use resources to foster collaboration. • Create and document strategies to promote the delivery of culturally safe services and programs and to encourage increased participation. • Incorporate self-determination and community control techniques into services and programs.	☐	☐	
PC4.1, 4.2, 4.3, 4.4	8	Examine cultural safety strategies.	☐	☐	



AHETI

Transforming Aspirations into
Australian Health Careers

I confirm that the student named on page 1 has worked for our organisation for
(insert number of years and pertinent dates).
Their primary job in the organisation is/was (insert role title). If further verification
of my statement is required, I am prepared to be contacted.

Third Party Signature	
Date	
Report Completion	☐ via Assessor interview ☐ Independently by Third Party
Interview conducted by (if applicable)	Date of interview:
Interviewer's Signature	



AHETI

Transforming Aspirations into
Australian Health Careers

For more information

	Website	www.aheti.com.au
	Email	support@aheti.com.au