

# RPL UNIT EVIDENCE SUMMARY

## 1 ASSESSOR INSTRUCTIONS

- 1.1 To guarantee evidence sufficiency, the Assessor must analyse a variety of evidence types to support the RPL assessment conclusion. Evidence types may include (but are not limited to):
- i. Audio/video/photographic evidence (stamped/verified time/date)
- 1.2 Show that you are doing the work, not someone else; include a description of what you are doing and why; show the steps of a process from beginning to end; demonstrate that you are performing tasks in a safe working manner in accordance with workplace performance standards; and be supported by verification from your supervisor/employer or equivalent).
- i. Certified transcripts and/or certificates
  - ii. Documents or samples of your work that you have created or written
  - iii. a thorough work history or a resume/CV
  - iv. Job title/description or job specification
  - v. Save any notes or emails that demonstrate your industry experience.
  - vi. Workplace training record, including attendance information
  - vii. Details about any in-house courses, workshops, seminars, or other training that you have completed
  - viii. Documents proving your presence at pertinent meetings



# AHETI

Transforming Aspirations into  
Australian Health Careers

- ix. Logbooks or diaries that you have created/made or built
  - x. Report from a third person, such as a supervisor, colleague, or client
  - xi. Memberships or subscriptions in an industry or association
  - xii. Licences and/or tickets for the industry
  - xiii. Previous competency-based evaluations
- 1.3 The Assessor must include the following comments in the Evidence tables under 'Comments':
- i. Determine gaps based on element/performance requirements.
  - ii. Suggestions for filling identified gaps (e.g., formal training, direct observation, challenge tests with test name, etc.)
- 1.4 Assessors must ensure that the evidence given meets the Rules of Evidence.

## 2 RULES OF EVIDENCE

Source: <https://www.asqa.gov.au/standards/chapter-4/clauses-1.8-1.12>

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Validity</b>     | <p>The assessor is confident that the learner possesses the abilities, information, and characteristics outlined in the module or unit of competency and accompanying assessment requirements.</p> <p><i>Assessor action: Make sure that the evidence submitted meets all of the unit's standards. Every component of the unit must be satisfied by the evidence, and the process must assess what it purports to assess.</i></p>                                                                                                        |
| <b>Sufficiency</b>  | <p>The assessor is certain that the quality, amount, and relevance of the assessment evidence allow a determination of a learner's ability to be made.</p> <p><i>Assessor action: Review the unit criteria to ensure that there is enough evidence produced and that, when necessary, establishes competency over the course of time or on several occasions.</i></p>                                                                                                                                                                    |
| <b>Authenticity</b> | <p>The assessor has confidence that the evidence submitted for evaluation is the learner's own work.</p> <p><i>Assessor action: Verify the authenticity of the evidence offered by validating any documents and experience presented. validating workplace evidence with the student's employer, for example, checking that a qualification testamur or transcript supplied is genuine from a legitimate RTO, University, etc., and that authenticity assertions are made, as well as validating through professional discourse.</i></p> |
| <b>Currency</b>     | <p>The assessor is certain that the assessment evidence shows current competency. This includes that the assessment evidence be from the present or very recent past.</p> <p><i>Assessor action: Ensure that the evidence presented is current by collecting evidence from the present or recent past.</i></p>                                                                                                                                                                                                                           |

**AHETI**Transforming Aspirations into  
Australian Health Careers

The Unit Evidence Summary is to be utilised for mapping RPL student evidence against Unit requirements.

|                     |  |                   |  |
|---------------------|--|-------------------|--|
| <b>Student Name</b> |  | <b>Student ID</b> |  |
| <b>Unit Name</b>    |  | <b>Unit Code</b>  |  |

**Prerequisite(s) unit(s)** (If the unit above has any prerequisites, they must be mentioned here. Before continuing, ensure that the pupil has successfully obtained them. Include proof of the prerequisite together with your thorough RPL documentation).

|                                    |                              |                              |                                     |
|------------------------------------|------------------------------|------------------------------|-------------------------------------|
|                                    |                              |                              |                                     |
| Achieves prerequisite requirements | <input type="checkbox"/> N/A | <input type="checkbox"/> Yes | <input type="checkbox"/> No    Date |

### Unit Outcome

|                              |                                      |                                          |
|------------------------------|--------------------------------------|------------------------------------------|
| <b>Unit Outcome</b>          | <input type="checkbox"/> RPL Granted | <input type="checkbox"/> RPL not Granted |
| <b>Assessor's Evaluation</b> |                                      |                                          |
| <b>Assessor's Signature</b>  | Date                                 |                                          |
| <b>Student's Feedback</b>    |                                      |                                          |
| <b>Student's Signature</b>   | Date                                 |                                          |



# AHETI

Transforming Aspirations into  
Australian Health Careers

| Evidence received: please mark the evidence that has been presented with a checkmark to indicate that it is included in the submission.                                                                                                                                                                                                                                                                                                                                                                                         | <input checked="" type="checkbox"/> .... |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| Portfolio of Evidence - (Copy the evidence suggestions from the Student Toolkit - RPL and add rows when needed)                                                                                                                                                                                                                                                                                                                                                                                                                 |                                          |
| A. Submit documents containing examples of a curriculum or a workplace event in which you" <ul style="list-style-type: none"> <li>identified challenges affecting Aboriginal and/or Torres Strait Islander children and families.</li> <li>When working with Aboriginal or Torres Strait Islander children and families, communication skills must be modified.</li> </ul>                                                                                                                                                      |                                          |
| B. Provide specific written evidence of how you participated in: <ul style="list-style-type: none"> <li>Supporting situations that foster and encourage Aboriginal and/or Torres Strait Islander children and families' participation</li> <li>Resources for usage in the service are being reviewed. The resources are being adapted to reflect local languages.</li> </ul>                                                                                                                                                    |                                          |
| C. Demonstration of formal training in dealing with Aboriginal and Torres Strait Islander peoples.                                                                                                                                                                                                                                                                                                                                                                                                                              |                                          |
| D. Give examples of how you worked to engage Aboriginal or Torres Strait Islander children and families, such as brochures, posters, and meeting minutes. <ul style="list-style-type: none"> <li>Involvement in Industry Conferences, Workshops, and Other Relevant Events</li> <li>Engagement in Aboriginal and Torres Strait Islander interagency meetings as evidenced by a certificate of attendance at cultural safety education and training</li> <li>Participation in NAIDOC Week or other related activities</li> </ul> |                                          |
| E. Describe how you thought about your awareness of cultural traditions, particularly how you explored your own biases.                                                                                                                                                                                                                                                                                                                                                                                                         |                                          |
| F. Describe how you assessed cultural initiatives and strategies, including the participation of Aboriginal and/or Torres Strait Islander people.                                                                                                                                                                                                                                                                                                                                                                               |                                          |



# AHETI

Transforming Aspirations into  
Australian Health Careers

|                                                                                                                                                              |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Third Party Report (TPR)</b><br>Completion and verification of the Third Party Report supplied in this evaluation.                                        |  |
| <b>Industry Currency</b><br>Current job description, CV, most recent performance review, and any other relevant former job descriptions and work experience. |  |
| <b>Professional Conversation Report (PCR)</b> was carried out, and responses, including extensive feedback, were recorded on the recording sheets.           |  |
| <b>Other evidences</b><br>Provide details                                                                                                                    |  |
| <b>Evidence location:</b> (File location)                                                                                                                    |  |

To check the validity of the evidence, the Assessor must cross-reference all components of the unit with the evidence received to evaluate competence. Each element and its performance requirements, each item of needed skills or performance evidence, each item of required knowledge or knowledge evidence, fundamental skills, and each item in critical aspects or assessment conditions are all components of a unit.

**List the evidence item number that relates to the evidence stated above in the table below. (Add rows as needed.)**

The comments box is used to provide feedback on the quality of the evidence presented as well as how the rules of evidence were applied, such as recording measures taken to check the currency and legitimacy of the evidence presented.

| Mapping References | Elements and performance criteria<br>Component of the unit is evidenced in:                                                                 | Evidence item 1 | Evidence item 2 | Evidence item 3 | Evidence item 4 | Comments |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|----------|
| PrtA, B            | <b>1. Recognise workplace cultural safety issues</b>                                                                                        |                 |                 |                 |                 |          |
| PrtA, B<br>TPR4    | <b>1.1.</b> Determine the potential impact of cultural elements on Aboriginal and/or Torres Strait Islander clients' service delivery.      |                 |                 |                 |                 |          |
| PrtA, B<br>TPR4    | <b>1.2.</b> Recognise significant factors that influence Aboriginal and/or Torres Strait Islander people's relationships and communication. |                 |                 |                 |                 |          |
| PrtA, B<br>TPR4    | <b>1.3</b> In consultation with Aboriginal and/or Torres Strait Islander people, establish fundamental features of cultural safety.         |                 |                 |                 |                 |          |



# AHETI

Transforming Aspirations into  
Australian Health Careers

| Mapping References | Elements and performance criteria<br>Component of the unit is evidenced in:                                                                        | Evidence item 1 | Evidence item 2 | Evidence item 3 | Evidence item 4 | Comments |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|----------|
| PrtA, B<br>TPR4    | <b>1.4.</b> Assess the degree to which cultural safety is integrated into one's own job and environment.                                           |                 |                 |                 |                 |          |
|                    | <b>2.</b> Demonstrate cultural safety in your own work.                                                                                            |                 |                 |                 |                 |          |
| PrtE               | <b>2.1.</b> Ensure that work procedures are founded on an understanding of one's own cultural biases.                                              |                 |                 |                 |                 |          |
| PrtE               | <b>2.2.</b> Incorporate awareness of one's own and other cultures into professional methods.                                                       |                 |                 |                 |                 |          |
| TPR5               | <b>2.3.</b> Employ communication and work practices that respect Aboriginal and/or Torres Strait Islander people's cultural uniqueness.            |                 |                 |                 |                 |          |
| PrtD<br>TPR6       | <b>2.4.</b> Work with Aboriginal and/or Torres Strait Islander interpreters and colleagues as cultural brokers as needed.                          |                 |                 |                 |                 |          |
| PrtD               | <b>3.</b> Create initiatives for increased cultural safety.                                                                                        |                 |                 |                 |                 |          |
| PrtD<br>TPR7       | <b>3.1.</b> Encourage the formation of effective partnerships among staff, Aboriginal and/or Torres Strait Islander people, and their communities. |                 |                 |                 |                 |          |





# AHETI

Transforming Aspirations into  
Australian Health Careers

| Mapping References | Elements and performance criteria<br>Component of the unit is evidenced in:                                                                           | Evidence item 1 | Evidence item 2 | Evidence item 3 | Evidence item 4 | Comments |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|----------|
| PrtD<br>TPR7       | <b>3.2.</b> Identify and use resources to encourage collaborations.                                                                                   |                 |                 |                 |                 |          |
| PrtD<br>TPR7       | <b>3.3.</b> Create and document strategies to promote the delivery of culturally safe services and programs and to encourage increased participation. |                 |                 |                 |                 |          |
| PrtD<br>TPR7       | <b>3.4.</b> Incorporate self-determination and community control initiatives into services and programs.                                              |                 |                 |                 |                 |          |
| PrtF               | <b>4.</b> Examine cultural safety strategies.                                                                                                         |                 |                 |                 |                 |          |
| PrtF<br>TPR8       | <b>4.1.</b> Agree on outcomes that will be used to evaluate cultural safety practices.                                                                |                 |                 |                 |                 |          |
| PrtF<br>TPR8       | <b>4.2</b> Include Aboriginal and/or Torres Strait Islander persons in evaluations.                                                                   |                 |                 |                 |                 |          |
| PrtF<br>TPR8       | <b>4.3.</b> Assess programs and services in relation to desired results                                                                               |                 |                 |                 |                 |          |
| PrtF<br>TPR8       | <b>4.4.</b> Revise plans depending on evaluation, with appropriate Aboriginal and/or Torres Strait Islander participation.                            |                 |                 |                 |                 |          |

RPL Unit Evidence Summary

Australia Health Education and Training Institute

[www.aheti.com.au](http://www.aheti.com.au) | [support@aheti.com.au](mailto:support@aheti.com.au)



# AHETI

Transforming Aspirations into  
Australian Health Careers

| Mapping References | Fundamental abilities<br>The following are examples of unit components:                                                                                                                                                                                                | Evidence item 1 | Evidence item 1 | Evidence item 1 | Evidence item 1 | Comments |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|----------|
| PrtB<br>TPR1       | <b>PE1.</b> The candidate must demonstrate the ability to fulfill activities listed in this unit's elements and performance requirements, manage tasks, and manage contingencies in the context of the job function. There must be proof that the candidate possesses: |                 |                 |                 |                 |          |
| PrtB<br>TPR2       | <b>PE2.</b> Advocated for Aboriginal and/or Torres Strait Islander cultural safety in at least one workplace.                                                                                                                                                          |                 |                 |                 |                 |          |
| TPR3               | <b>PE3.</b> Investigated culture and history, the impact of European settlement, land and cultural loss, and the significance of law and kinship.                                                                                                                      |                 |                 |                 |                 |          |
| PrtA               | <b>PE4.</b> Considered strategies to strengthen communication with Aboriginal and/or Torres Strait Islander clients and coworkers.                                                                                                                                     |                 |                 |                 |                 |          |



# AHETI

Transforming Aspirations into  
Australian Health Careers

| Mapping References    | Knowledge that is required or evidence of knowledge<br>The following are examples of unit components:                                                                                                                                                                                             | Evidence item 1 | Evidence item 1 | Evidence item 1 | Evidence item 1 | Comments |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|----------|
|                       | <b>KE1.</b> The candidate must be able to demonstrate the essential knowledge required to effectively fulfil the tasks indicated in the unit's elements and performance requirements, manage tasks, and manage contingencies in the context of the work function. This includes understanding of: |                 |                 |                 |                 |          |
| PCR1, 2, 3, 9<br>PrtC | <b>KE1.</b> The concept of Aboriginal and/or Torres Strait Islander cultural safety in the context of community services and health, and its relationship to:                                                                                                                                     |                 |                 |                 |                 |          |
| PCR1, 2, 3, 4<br>PrtC | <ul style="list-style-type: none"> <li><b>KE1.1.</b> Cultural awareness</li> </ul>                                                                                                                                                                                                                |                 |                 |                 |                 |          |
| PCR1, 2, 3<br>PrtC    | <ul style="list-style-type: none"> <li><b>KE2.2.</b> Cultural competence</li> </ul>                                                                                                                                                                                                               |                 |                 |                 |                 |          |
| PCR4, 5<br>PrtC       | <b>KE2.</b> Legal framework for Aboriginal and/or Torres Strait Islander cultural safety                                                                                                                                                                                                          |                 |                 |                 |                 |          |
| PCR6, 7<br>PrtC       | <b>KE3:</b> Aboriginal and/or Torres Strait Islander cultural diversity                                                                                                                                                                                                                           |                 |                 |                 |                 |          |



# AHETI

Transforming Aspirations into  
Australian Health Careers

| Mapping References  | Knowledge that is required or evidence of knowledge<br>The following are examples of unit components:                                                                                                             | Evidence item 1 | Evidence item 1 | Evidence item 1 | Evidence item 1 | Comments |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|----------|
| PCR8, 9, 13<br>PrtC | <b>KE4.</b> Historical, social, political, and economic challenges affecting Aboriginal and/or Torres Strait Islander people, as well as their participation in community services and health systems, including: |                 |                 |                 |                 |          |
| PCR8, 13, 14        | <ul style="list-style-type: none"> <li><b>KE4.1.</b> Impact of European settlement</li> </ul>                                                                                                                     |                 |                 |                 |                 |          |
| PCR8, 13            | <ul style="list-style-type: none"> <li><b>KE4.2.</b> Loss of land and culture</li> </ul>                                                                                                                          |                 |                 |                 |                 |          |
| PCR8, 13            | <ul style="list-style-type: none"> <li><b>KE4.3.</b> Racism and discrimination</li> </ul>                                                                                                                         |                 |                 |                 |                 |          |
| PCR8, 13            | <ul style="list-style-type: none"> <li><b>KE4.4.</b> Past and present power relations</li> </ul>                                                                                                                  |                 |                 |                 |                 |          |
| PCR8, 9, 10, 14     | <b>KE5.</b> Own culture, western systems and institutions, and how they affect Aboriginal and/or Torres Strait Islander people and their participation in services                                                |                 |                 |                 |                 |          |
| PCR11, 14           | <b>KE6.</b> Factors that contribute to Aboriginal and/or Torres Strait Islander illness and common diseases:                                                                                                      |                 |                 |                 |                 |          |
| PCR13               | <ul style="list-style-type: none"> <li><b>KE6.1.</b> The impact of trauma on people's ability to make decisions, communicate, grasp, and retain knowledge.</li> </ul>                                             |                 |                 |                 |                 |          |



# AHETI

Transforming Aspirations into  
Australian Health Careers

| Mapping References | Knowledge that is required or evidence of knowledge<br>The following are examples of unit components:                                      | Evidence item 1 | Evidence item 1 | Evidence item 1 | Evidence item 1 | Comments |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|----------|
| PCR12, 15          | <b>KE7.</b> Methods for including Aboriginal and/or Torres Strait Islander people in the development and delivery of services and programs |                 |                 |                 |                 |          |



# AHETI

Transforming Aspirations into  
Australian Health Careers

| Mapping References | Criteria for evaluation or critical aspects<br>The following are examples of unit components:                                                                                                                                                                                                                                                          | Evidence item 1 | Evidence item 1 | Evidence item 1 | Evidence item 1 | Comments |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|----------|
| PrtA, B            | <b>AC1.</b> Skills must have been shown in the workplace or in a simulated setting that is representative of workplace situations. When simulation is employed, it must accurately reflect real-world working settings by simulating industry operational conditions and contingencies and employing appropriate facilities, equipment, and resources. |                 |                 |                 |                 |          |
|                    | Assessors must meet the mandatory competency standards for assessors outlined in the Standards for Registered Training Organisations (RTOs) 2015/AQTF.                                                                                                                                                                                                 |                 |                 |                 |                 |          |
|                    | Furthermore, assessment must include those who have been approved by appropriate local community elders.                                                                                                                                                                                                                                               |                 |                 |                 |                 |          |

**AHETI**Transforming Aspirations into  
Australian Health Careers**Conditions for assessment (Assessor requirements)**

Assessors must meet the mandatory competency standards for assessors outlined in the Standards for Registered Training Organisations (RTOs) 2015/AQTF.

**Assessor instructions: Indicate whether or not the evidence supplied by the student follows the Rules of Evidence and explain how it does so.**

| Evidence guidelines         | This condition is met by student evidence. Yes/No - and explain why |                             |
|-----------------------------|---------------------------------------------------------------------|-----------------------------|
| Valid                       | <input type="checkbox"/> Yes                                        | <input type="checkbox"/> No |
| Sufficient                  | <input type="checkbox"/> Yes                                        | <input type="checkbox"/> No |
| Authentic                   | <input type="checkbox"/> Yes                                        | <input type="checkbox"/> No |
| Current                     | <input type="checkbox"/> Yes                                        | <input type="checkbox"/> No |
| Assessor Signature and Date | Date:                                                               |                             |

| For more information                                                              |         |                                                                |
|-----------------------------------------------------------------------------------|---------|----------------------------------------------------------------|
|  | Website | <a href="http://www.aheti.com.au">www.aheti.com.au</a>         |
|  | Email   | <a href="mailto:support@aheti.com.au">support@aheti.com.au</a> |