

## Template for the RPL Assessment Plan

This template is from the *RPL Assessment Toolkit for CHC30113 Certificate III in Early Childhood Education and Care **Forms and Templates***. See the **Assessor Guide** of that suite of resources for further information on its application.

The following template provides the basis for an *RPL Assessment Plan* for the assessor to complete with the candidate during Step 1 of the RPL assessment process (the initial interview and planning session). The Plan should be thought of as a 'living document', to be updated throughout the RPL assessment process.

The *RPL Assessment Plan* is used to document the requirements and steps in the RPL assessment process for the candidate, such as electives chosen, dates of workplace visits, clusters to be considered, and expectations of the candidate and workplace.

To develop the Plan, the assessor should consider information in the *Candidate Information Form* as well as information gained in discussions with the candidate at the initial interview and planning session (Step 1). Then, in consultation with the candidate, the assessor should develop the first cut of the Plan for that candidate.

The candidate and the assessor should both make copies and bring them to every RPL assessment activity for updating as the assessment process progresses (for example, by adding information about the competency conversation sessions, or identified workplace assessment tasks as required).

Delete this page before using.

## RPL Assessment Plan: CHC30113 Certificate III in Early Childhood Education and Care

### Instructions and notes

This form is for initial completion by the assessor **with the candidate** in Step 1, at the initial RPL interview and planning session—it sets out the steps in the RPL process for an individual candidate based on their needs and circumstances.

To complete the form, first complete Parts 1 to 6, then, as the RPL assessment process continues, progressively update dates and activities using Part 7. Both the assessor and candidate should keep a copy and bring their copy to each RPL assessment activity for updating if needed.

### Candidate's personal details

<b>Family name</b>		<b>Given names</b>		<b>Employer</b>	
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### PART 1: UNITS OF COMPETENCY FOR RPL

Units of competency (If other electives selected, delete any incorrect electives in the table and add selected electives.)	Is RPL sought for this unit?	
<b>Cluster 1: Children's health and safety</b>		
CHCECE002 Ensure the health and safety of children (core unit)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
CHCECE004 Promote and provide healthy food and drinks (core unit)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
HLTWHS001 Participate in work health and safety (core unit)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Cluster 2: Workplace effectiveness</b>		
CHCCS400C Work within a relevant legal and ethical framework (core unit)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
CHCPRT001 Identify and respond to children and young people at risk (core unit)	<input type="checkbox"/> Yes	<input type="checkbox"/> No

<b>Units of competency</b> (If other electives selected, delete any incorrect electives in the table and add selected electives.)	<b>Is RPL sought for this unit?</b>	
CHCECE009 Use an approved learning framework to guide practice (core)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
CHCORG303C Participate effectively in the work environment (elective)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Cluster 3: Play and development</b>		
CHCECE010 Support the holistic development of children in early childhood (core unit)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
CHCECE007 Develop positive and respectful relationships with children (core unit)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
CHCECE011 Provide experiences to support children's play and learning (core unit)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
CHCECE013 Use information about children to inform practice (core unit)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
CHCECE006 Support behaviour of children and young people (elective unit)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Cluster 4: Physical and emotional wellbeing</b>		
CHCECE003 Provide care for children (core unit)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
CHCECE005 Provide care for babies and toddlers (core unit)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Cluster 5: Culture and community</b>		
CHCECE001 Develop cultural competence (core unit)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people (core unit)	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Units of competency (If other electives selected, delete any incorrect electives in the table and add selected electives.)	Is RPL sought for this unit?	
HLTHIR403C Work effectively with culturally diverse clients and co-workers (elective unit)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Unit not provided for in the <i>RPL Toolkit</i> but required for the qualification</b>		
HLTAID004 Provide an emergency first aid response in an education and care setting	See note below and record how this unit is to be provided:	
<i>[If other electives are selected, add them below, and delete any above as applicable—3 electives are required.]</i>		
	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	<input type="checkbox"/> Yes	<input type="checkbox"/> No

**Note:** The core unit ***HLTAID004 Provide an emergency first aid response in an education and care setting*** is not provided for in the *RPL Toolkit*, apart from the capacity to record that it has been attained in the *RPL Assessment Outcomes Form*.

Depending on regulatory and workplace requirements, some candidates may hold the unit or its equivalent. If so, candidates could provide evidence such as a Statement of Attainment. If they do not hold the unit, they should be assessed against its requirements.

**PART 2: AGREED DATES FOR CANDIDATE TO COMPLETE THEIR SELF-EVALUATION**

Candidate self-evaluation and workplace verification	Agreed date for completion	Done?
<b>Candidate Self-evaluation Tools</b> (The candidate should complete the <i>Candidate Self-evaluation Tools</i> , seek workplace verification, and return the completed tools to the assessor before or on the agreed date.)		<input type="checkbox"/>
<b>Workplace Representative Form</b> (The workplace representative should complete a <i>Workplace Representative Form</i> , when verifying the candidate’s self-evaluation. The candidate should return it and the assessor should retain it.) This should be returned with the Self-evaluation tools.		<input type="checkbox"/>

**PART 3: AGREED DATES AND COVERAGE OF COMPETENCY CONVERSATIONS**

<b>Competency conversation interviews</b> (Assessors should add details of the clusters or units to be addressed in each 'competency conversation' interview session in the table below. This section will usually be completed <i>after the initial interview</i> and assessor consideration of the candidate's self-evaluation.)	<b>Agreed date</b>	<b>Venue</b>	<b>Done?</b>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

**PART 4: AGREED DATES AND DETAILS OF WORKPLACE ASSESSMENT TASKS**

<b>Workplace assessment tasks</b> (Assessors should add the number and brief title of the required workplace assessment tasks below, noting that this section will usually be completed <i>after</i> the competency conversation interview/s.)	<b>Agreed date</b>	<b>Venue</b>	<b>Done?</b>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

**PART 5: THIRD PARTY REPORTING REQUIREMENTS**

<b>Third Party Report</b> (Assessor to add brief summary of any required report/s below, noting that this section will usually be completed <i>after other RPL evidence gathering and assessment processes</i> if further workplace verification is required.)	<b>Agreed date</b>	<b>Done?</b>
		<input type="checkbox"/>

**PART 6: CANDIDATE AND ASSESSOR SIGN OFF (ON PLAN AS FIRST DEVELOPED)**

Signatures					
Assessor's name		Assessor signature		Date	
Candidate's signature				Date	
(If required, update the above information in the following section of the table, or attach additional sheets, as changes to the above are made.)			Any updates?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

**PART 7: ANY ADDITIONAL UPDATES DURING THE RPL PROCESS**

RPL Assessment Plan: Updated Information	Date and assessor and candidate initials

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**Finalisation of RPL process:** Once all the above-listed processes are completed and recorded, the assessor should provide the candidate with feedback, record the outcomes on the *RPL Toolkit's RPL Assessment Outcomes Form*, and follow the RTO's procedures to finalise the RPL process.