A close up of a building

Description generated with high confidence

Recognition of Prior Learning Sign Off Kit

CHC81115

Graduate Diploma of Family Dispute Resolution

|  |  |
| --- | --- |
| **Student Name:** |  |
| **Assessor Name:** |  |
| **Assessment Completed date:** |  |
| **Number of units assessed:** |  |
| **Assessor Signature:** |  |
| **Date** |  |
| **Applicant Signature** |  |
| **Date** |  |

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# Contact Details for Mediation Institute

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|  |  |
| --- | --- |
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# Purpose of Recognition of Prior Learning Processes

Recognition of Prior Learning (RPL) means an assessment process that assesses the competency of an individual against one or more units from a qualification.

Competency can have been acquired through formal, non-formal and informal learning.

**Formal learning** refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment for example, a certificate, diploma or university degree

**Non-formal learning** refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment for example, in house professional development programs conducted by a business

**Informal learning** refers to learning that results through experience of work-related, social, family, hobby or leisure activities for example the acquisition of interpersonal skills developed through several years as a sales representative

# Recognition of Current Competency

Recognition of Current Competency (RCC) means giving credit for units of competence when the applicant has previously successfully completed the requirements for a unit of competence. If the unit of competency is superseded and non-equivalent recognition of current competence may not be granted however it can be considered as part of the recognition of prior learning as formal learning.

# Packaging Rules

Total number of units = 10 made up of 6 core units and 4 elective units,

consisting of:

- 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.   
  
**Select ONLY the units that Recognition of Prior Learning are being sought for. Elements information follows in part 2 of this document. Go to** [www.training.gov.au](http://www.training.gov.au) **for full information about the performance criteria for each unit.**

# Core units

| **RPL** | **RCC** | **Unit Number** | **Unit Name** |
| --- | --- | --- | --- |
| ☐ | ☐ | CHCDFV008 | Manage responses to domestic and family violence in family work  ***Evidence:*** *Ability to complete the tasks outlined in the elements and performance criteria for this unit including evidence of providing the relevant services to at least 3 people affected by domestic and family violence in the workplace, conducted research into the theoretical perspectives of DFV and worked with users of DFV, victims, families and colleagues in other services.* |
| ☐ | ☐ | CHCDSP001 | Facilitate dispute resolution in the family law context  ***Evidence:*** *Ability to complete the tasks outlined in the elements and performance criteria for this unit including evidence of at least 50 hours experience providing FDR services (under supervision is acceptable) in a Family Dispute Resolution service with a minimum of 5 different clients with different issues and requirements.* |
| ☐ | ☐ | CHCDSP002 | Adhere to ethical standards in family dispute resolution  ***Evidence:*** *Ability to complete the tasks outlined in the elements and performance criteria for this unit including evidence of at least 50 hours experience providing FDR services (under supervision is acceptable) in a Family Dispute Resolution service with a minimum of 5 different clients with different issues and requirements.* |

|  |  |  |  |
| --- | --- | --- | --- |
| ☐ | ☐ | CHCDSP003 | Support the safety of vulnerable parties in dispute resolution  ***Evidence:*** *Ability to complete the tasks outlined in the elements and performance criteria for this unit including evidence of at least 50 hours experience providing FDR services (under supervision is acceptable) in a Family Dispute Resolution service with a minimum of 5 different clients with different issues and requirements.* |
| ☐ | ☐ | CHCFAM001 | Operate in a family law environment  ***Evidence:*** *Ability to complete the tasks outlined in the elements and performance criteria for this unit correctly applying family law to at least 5 different client situations with different issues and requirements.* |
| ☐ | ☐ | CHCFAM002 | Work with a child-focused approach  ***Evidence:*** *Ability to complete the tasks outlined in the elements and performance criteria for this unit including evidence of applying the concepts and intention of working in the child’s best interests as stated in the Family Law Act 1975 in the planning, provision and monitoring of services to at least 3 families with children experiencing conflict.* |

# Elective units

| **RPL** | **RCC** | **Unit Number** | **Unit Name** |
| --- | --- | --- | --- |
| ☐ | ☐ | CHCCCS003 | Increase the safety of individuals at risk of suicide  ***Evidence:*** *Ability to complete the tasks outlined in the elements and performance criteria for this unit including responding to at least 3 different situations where there is risk of suicide.* |
| ☐ | ☐ | CHCDFV002 | Provide support to children affected by domestic and family violence  ***Evidence:*** *Ability to complete the tasks outlined in the elements and performance criteria for this unit and provided support to at least 3 children affected by DFV, identified and responded to at least 3 different situations where there are immediate safety concerns and used age-appropriate interpersonal and communication skills when interacting with children.* |
| ☐ | ☐ | CHCDFV004 | Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities  ***Evidence:*** *Ability to complete the tasks outlined in the elements and performance criteria for this unit including evidence of providing DFV support to at least 1 Aboriginal and/or Torres Strait Islander community and to at least 3 different clients in a culturally respectful way.* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ☐ | ☐ | CHCDFV005 | | Provide domestic and family violence support in non-English speaking background communities  ***Evidence:*** *Ability to complete the tasks outlined in the elements and performance criteria for this unit including providing DFV support in at least 1 non-English speaking community and to at least three different clients.* |
| ☐ | ☐ | CHCDFV007 | | Work with users of violence to effect change  ***Evidence:*** *Ability to complete the tasks outlined in the elements and performance criteria for this unit including worked with at least 3 users of violence to document and monitor agreements that included goals, strategies and outcomes and provided appropriate support to family members.* |
| ☐ | ☐ | CHCDFV012 | | Make safety plans with people who have been subjected to domestic and family violence  ***Evidence:*** *Ability to complete the tasks outlined in the elements and performance criteria for this unit including developed and documented safety plans with at least three people who have been subjected to DFV and reviewed at least two safety plans.* |
| ☐ | ☐ | CHCDFV013 | | Manage domestic and family violence screening and risk assessment processes  ***Evidence:*** *Ability to complete the tasks outlined in the elements and performance criteria for this unit including documented and reviewed DFV risk assessment processes for at least one organization that included assessment tools and improvement plan.* |
| ☐ | ☐ | CHCDIV002 | | Promote Aboriginal and Torres Strait Islander cultural safety  ***Evidence:*** *Ability to complete the tasks outlined in the elements and performance criteria for this unit including promoted Aboriginal and/or Torres Strait Islander cultural safety in the context of at least 1 workplace, researched culture and history, the impact of European settlement, loss of land and culture and the importance of law and kinship, evaluated ways to improve communication with Aboriginal and/or Torres Strait Islander peoples who may be clients or colleagues.* |
| ☐ | ☐ | CHCFAM007 | | Assist clients to develop parenting arrangements  ***Evidence:*** *Ability to complete the tasks outlined in the elements and performance criteria for this unit including assisted at least three families with different circumstances to develop parenting arrangements that included documented risk assessment, best interest of the child and included monitoring requirements.* |
| ☐ | ☐ | CHCFAM008 | | Work within a child inclusive framework  ***Evidence:*** *Ability to complete the tasks outlined in the elements and performance criteria for this unit including worked in the child consultant role with at least 5 different children impacted by parental separation or conflict to ascertain and address their needs including abnormal development and psychopathology, DFV, Child abuse.* |
| ☐ | ☐ | CHCMGT005 | | Facilitate workplace debriefing and support processes  ***Evidence:*** *Ability to complete the tasks outlined in the elements and performance criteria for this unit including provided ongoing support to at least 2 different workers to address and monitor stress and emotional wellbeing. Facilitated at least 1 structured debriefing following an incident and identified and referred colleagues requiring additional support.* |
| ☐ | ☐ | CHCPRP006 | | Lead own professional development  ***Evidence:*** *Ability to complete the tasks outlined in the elements and performance criteria for this unit including evidence of engaging in a structured process of critical analysis and professional reflection that includes evidence based analysis of own values, goals, current practices and their coherence, research into emerging best practice, trends and skill requirements, a professional development plan with strategies to address at least three different practice issues.* |
| ☐ | ☐ | CHCYTH011 | | Work effectively with young people and their families  ***Evidence:*** *Ability to complete the tasks outlined in the elements and performance criteria for this unit including empower at least two young people and their families / carers to maintain motivation and purpose and achieve agreed outcomes including facilitating the young persons expression of their needs to others, ensure that processes are fair, confidential and appropriate to the needs of the individuals, advocate for the needs of young people, assess at least two clients backgrounds to determine appropriate family intervention and youth support processes and planned family intervention strategically with at least one young person.* |
| ☐ | ☐ | HLTAHW049 | | Work effectively in social and emotional wellbeing  ***Evidence:*** *Ability to complete the tasks outlined in the elements and performance criteria for this unit including undertaken social and emotional wellbeing work with clients.* |
| ☐ | ☐ | HLTAHW050 | | Develop a healing framework for social and emotional wellbeing work  ***Evidence:*** *Ability to complete the tasks outlined in the elements and performance criteria for this unit including facilitated healing process and developed healing frameworks for at least three clients and/or groups of Aboriginal and/or Torres Strait Islander people including completing a healing journal to document the healing process.* |
| ☐ | ☐ | HLTAHW051 | Respond to loss, grief and trauma  ***Evidence:*** *Ability to complete the tasks outlined in the elements and performance criteria for this unit including developing culturally appropriate responses to grief, loss and trauma with at least three clients of aboriginal and/or Torres Strait Islander heritage including dealing with cross cultural issues and stress. Monitor own stress and maintaining own social and emotional wellbeing.* | |
| ☐ | ☐ | BSBLDR801 | Lead personal and strategic transformation  ***Evidence:*** *Ability to complete the tasks outlined in the elements and performance criteria for this unit including reflect on and improve own development, personal leadership style and self-management skills, demonstrate the application of leadership style and approaches appropriate to the individuals involved, the outcomes being sought and the context, model and encourage collaboration, provide strategic leadership during change, effectively manage workplace relationships and analyse relevant legislation, information and intelligence sources.* | |
| ☐ | ☐ | BSBLED806 | Plan and implement a coaching strategy  ***Evidence:*** *Ability to complete the tasks outlined in the elements and performance criteria for this unit including develop a coaching strategy according to organizational needs including a timeline for development including tools and resources, analyzing compliance requirements and recruitment of coaches, implementation, support and evaluation of the program.* | |
| ☐ | ☐ | BSBMGT605 | Provide leadership across the organization  ***Evidence:*** *Ability to complete the tasks outlined in the elements and performance criteria for this unit including clearly communicating the organisations objectives, values and standards to a range of stakeholders using appropriate media and language, influence, support and provide resources to individuals and groups to participate in consultation and decision making processes, contribute to innovation and improvement and achieve their responsibilities and objectives, demonstrate ethical conduct, professional competence and continuing professional development.* | |
| ☐ | ☐ | BSBRES801 | Initiate and lead applied research  ***Evidence:*** *Ability to complete the tasks outlined in the elements and performance criteria for this unit including plan, conduct and report on applied research proposal or plan which includes specific research questions or hypotheses, valid population or sample size, description of context, data collection methods and analysis of limitations, implement and document the findings.* | |

## Alternative Electives

Proposed alternative electives must be relevant to the role and qualification

|  |  |  |  |
| --- | --- | --- | --- |
| **RPL** | **RCC** | **Unit Number** | **Unit Name** |
| ☐ | ☐ |  |  |
| ☐ | ☐ |  |  |
| ☐ | ☐ |  |  |
| ☐ | ☐ |  |  |

Evidence Collection

To be granted recognition of prior learning you must provide evidence to the satisfaction of the assessor of your formal, non-formal and informal learning and development in all units that you are applying for RPL for.

Part 1 – Career and Educational History Applicants Personal Information

|  |  |
| --- | --- |
| **First Name:** | **Last Name:** |
| **Address:** | |
| **Home Phone:** | **Work Phone:** |
| **Mobile:** | |
| **Email:** | |

# A. Relevant Employment History

You can provide this information in the form of a comprehensive resume of your work experience relevant to your application.

□ Resume Attached

## 

## Employer One (E1)

|  |  |
| --- | --- |
| Company Name |  |
| Address |  |
| Contact Person & Contact Method |  |
| Positions Held |  |
| Employment History |  |
| List all relevant skills relevant to this employment |  |

Duplicate this table if you are relying on evidence from more than one employer.

# B. Other Experience

List any other life experiences that have helped you to gain skills, for example, involvement in school committees, organising a family business, involvement in hobby groups or community organisations.

Briefly describe your role including any official positions held. Add additional rows if necessary

|  |  |  |
| --- | --- | --- |
| **Life experience** | **Date** | **Skills Acquired** |
| B1  **Experience: Contact: Telephone:**  **Positions held:** | From: To:  Role type | B1.1 B1.2 |
| **B2**  **Experience Contact Telephone**  **Position Held** | From: To:  Role type | B2.1 B2.2 |

# C. Formal Learning - Qualifications

List the relevant qualifications that you have achieved through formal training

|  |  |  |  |
| --- | --- | --- | --- |
| **Qualification**  **Date** | **Training provider** | **Code and name of Qualification** | **Certificate**  **Attached** |
|  |  | C1 | ☐ |
|  |  | C2 | ☐ |
|  |  | C3 | ☐ |
|  |  | C4 | ☐ |
|  |  | C5 | ☐ |

Add more rows if you want to include more qualifications

D.Non-formal training – Workshops and in-house

training

List other training that you have attended. For example in-service / professional development/ accredited training (not nationally recognised under Vocational Education and Training VET system)

|  |  |  |  |
| --- | --- | --- | --- |
| **Training Completion** | **Training provider** | **Name of course** | **Program length** |
|  |  | D1 |  |
|  |  | D2 |  |
|  |  | D3 |  |
|  |  | D4 |  |
|  |  | D5 |  |

Add additional rows if you would like to include more training details or attach a copy of your professional development register.

# Part 2. Addressing the Competency Standards

## Name:

## Identify the core units you would like to apply for RPL for and make a note in the supporting documents column of the evidenc e you can provide

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **RPL?** | **Core Unit Number and Unit Name** | **Elements**  *refer to the training package for performance criteria information* | **Reference experience and training from section 1** | **Reference and attach supporting documents** | |
|  | CHCDFV008 - Manage responses to domestic and family violence in family work | 1. Analyse the impact of domestic and family violence on family work 2. Work within the legal context of domestic and family violence 3. Implement organisation procedures that support family members to cease violent, controlling, intimidating and belittling behaviour 4. Implement organisation procedures to promote safety for family members who are subjected to violence 5. Align service interventions to specific clients |  |  | |
|  | CHCDSP001 - Facilitate dispute resolution in the family law context | 1. Determine suitability for dispute resolution 2. Prepare for dispute resolution 3. Assist participants to define and clarify the issues 4. Facilitate communication and information exchange 5. Invite the framing of disputes to increase the range of options 6. Encourage mutual personal understanding between participants 7. Assist participants to generate and evaluate options 8. Confirm and document outcomes and agreements |  |  | |
|  | CHCDSP002 - Adhere to ethical standards in family dispute resolution | 1. Determine ethical responsibilities 2. Apply ethical standards to the dispute resolution process 3. Reflect on ethical practice |  |  | |
|  | CHCDSP003 - Support the safety of vulnerable parties in family dispute  resolution | 1. Assess the needs of vulnerable parties 2. Take measures to protect vulnerable parties 3. Manage situations that threaten safety |  |  |
|  | CHCFAM001 - Operate in a family law environment | 1. Determine and respond to family law requirements 2. Collaborate with others in the family law system 3. Contribute to workplace improvements |  |  |
|  | CHCFAM002 - Work with a child- focused approach | 1. Make child needs central to service provision 2. Support parents to maintain child focused approaches 3. Respond to situations requiring child inclusive process 4. Monitor and evaluate child-focused practice |  |  |

## Elective Units – Select ONLY up to 4 electives and make a note in the supporting documents column of the evidence you can provide

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **RPL?** | **Core Unit Number and Unit Name** | **Elements**  *refer to the training package for performance criteria information* | **Reference experience and training from section 1** | **Reference and attach supporting documents** |
|  | CHCCCS003 - Increase the safety of individuals at risk of suicide | 1. Identify and assess the person’s current suicide risk 2. Collaborate to increase immediate safety 3. Facilitate links to further support 4. Review and report on support provided |  |  |
|  | CHCDFV002 - Provide support to children affected by domestic and  family violence | 1. Establish confidence and rapport with children 2. Explore issues and develop plans 3. Provide support, advocacy and information |  |  |
|  | CHCDFV004 - Provide domestic and family violence support in Aboriginal and Torres Strait Islander  communities | 1. Establish and maintain relationship with community 2. Work within cultural requirements 3. Support clients |  |  |
|  | CHCDFV005 - Provide domestic and family violence support in non- English speaking background  communities | 1. Establish and maintain relationship with community 2. Work within cultural requirements 3. Support clients |  |  |
|  | CHCDFV007 - Work with users of violence to effect change | 1. Establish and maintain professional relationship 2. Assess capacity for change 3. Encourage personal responsibility 4. Monitor and review progress |  |  |
|  | CHCDFV013 - Manage domestic and family violence screening and risk assessment  processes | 1. Establish screening and risk assessment procedures 2. Develop organisation consistency 3. Review screening and risk assessment practices |  |  |
|  | CHCDIV002  Promote Aboriginal and Torres Strait Islander cultural  safety | 1. Identify cultural safety issues in the workplace 2. Model cultural safety in own work 3. Develop strategies for improved cultural safety 4. Evaluate cultural safety strategies |  |  |
|  | CHCFAM007  Assist clients to develop parenting arrangements | 1. Assess current parenting practices 2. Assist clients to agree on outcomes for parenting arrangements 3. Monitor parenting arrangements |  |  |
|  | CHCFAM008  Work within a child inclusive framework | 1. Engage with parents to gather developmental history 2. Engage children and young people in assessment interviews 3. Formulate the child’s material into a working knowledge of   their needs and experiences   1. Communicate needs, rights and interests of children and young people as expressed by them 2. Ensure safety of children and young people in participation   process |  |  |
|  | CHCMGT005 - Facilitate workplace debriefing and  support processes | 1. Monitor welfare of colleagues 2. Conduct structured debriefings following an incident |  |  |
|  | CHCPRP006- Lead own professional development | 1. Review professional goals and values 2. Review effectiveness of practice 3. Maintain professional well being 4. Sustain professional effectiveness |  |  |
|  | CHCYTH011 - Work effectively with young people and their families | 1. Establish relationship with the young person’s nominated   carer/family members   1. Exchange information with family/carers about young   person’s needs and/or risks   1. Determine a mutual approach to addressing the young   person’s needs   1. Respond to families’/nominated carers concerns about young   person |  |  |
|  | HLTAHW049 - Work effectively in social and emotional wellbeing | 1. Work within the context of social and emotional wellbeing 2. Work within the legal and ethical boundaries of the social and emotional wellbeing worker 3. Maintain accountability and responsibilities 4. Observe professional boundaries when working 5. Demonstrate commitment to the philosophy of social and emotional wellbeing |  |  |
|  | HLTAHW050 -Develop a healing framework for social and emotional  wellbeing work | 1. Observe local cultural traditions and practice 2. Conduct and support a facilitated group healing process 3. Reflect on healing process |  |  |
|  | HLTAHW015 - Respond to loss, grief and trauma | 1. Identify effects of loss, grief and trauma 2. Provide a healing response to loss, grief and trauma 3. Manage own stress in work role |  |  |
|  | BSBLDR801 - Lead personal and strategic  transformation | 1. Reflect on personal efficacy 2. Lead in a transformational manner 3. Model and cultivate collaborative thinking 4. Provide strategic leadership during change processes |  |  |
|  | BSBLED806 - Plan and implement a coaching strategy | 1. Embody and model ethical values 2. Embed ethical practice into the organisation's culture and processes 3. Promote ethical leadership and decision making at all levels of the organisation |  |  |
|  | BSBMGT605 - Provide leadership across the organisation | 1. Communicate organisational mission and goals 2. Influence groups and individuals 3. Build and support teams 4. Demonstrate personal and professional competence |  |  |
|  | BSBRES801 - Initiate and lead applied research | 1. Construct an applied research strategy 2. Use a range of applied research techniques 3. Analyse and present findings |  |  |

# 

# Part 3: Evidence Checklist

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Code:  RCC = Recognition of Current Competence Statement of Attainment (Unit) or Qualification (Course) Full RCC can not be given for superseded qualifications if they are not-equivalent  RPL = Recognition of Prior Learning | | **Examples of types of evidence:**   * Statement of Attainment from a registered RTO * Certificate from a workshop or other informal training * Comprehensive CV showing work history * 3rd Party evidence from employer (signing off on a check sheet) * CPD register (informal training) | **Core units** | | | | | | **Electives** | | | |
| CHCDFV008 | CHCDSP001 | CHCDSP002 | CHCDSP003 | CHCFAM001 | CHCFAM002 |  |  |  |  |
| Code | Indicate the type of evidence you can provide | |  |  |  |  |  |  |  |  |  |  |
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