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General overview

Purpose

The purpose of this RPL Guide is to support Recognition of Prior Learning (RPL) for units from various Aged Care qualifications and provide resources that support the application of RPL by VET trainers and assessors.

This RPL Guide is designed for RPL application, either as a whole course, in small sections, or as single units of competence.

The units supported by the RPL Guide are as follows.

- CHCAC1C – Provide support to an older person
- CHCAC2C - Provide personal care
- CHCAC3C - Orientation to aged care work
- CHCAC15A - Provide care support which is responsive to the specific nature of dementia
- CHCCOM2B - Communicate appropriately with clients and colleagues
- CHCCS405A - Work effectively with culturally diverse clients and co-workers
- CHCDIS1B - Orientation to disability work
- CHCDIS10B - Provide care and support
- CHCHC301A - Work effectively in a home and community care environment
- CHCHC302A - Provide personal care
- CHCINF8B - Comply with information requirements of the aged care and community care sectors
- CHCOR3G3B - Participate in the work environment
Using the RPL Guide

First, let’s look at what’s available on the CD. When you insert the RPL Guide CD into your computer, it will automatically run and open the start page. You may also like to explore the CD directory so you can see what else it contains.

The CD directory.

Inside the folders are the files and objects such as graphics that make up the RPL Guide.

You do not need to access these unless you are going to customise the RPL Guide. For this, we recommend that you read the Technical Guide (technical_g as seen on the CD directory) to find out more about the customisation options available to you.

Other documentation on the CD:

- install.txt – this provides simple set up instructions and details the requirements for the RPL Guide.
- RTOguide.doc – the RTO Guide (Trainer Guide) you are currently reading.

If you are opening the guide manually, or having problems with the autorun function, use the following files:

- index.htm – this will open the start page for the RPL Guide. It is the same web page that opens as part of the auto run when the CD is inserted.
- rpl_setup.exe – (for PC users only) double-click this icon to launch the installer for the RPL Guide
- rpl_setup.hqx – this is the install file for Macintosh® users, however we recommend you install the RPL Guide via the index.htm page rather than via this file.
Starting up the RPL Guide

When the CD is inserted into your computer, the RPL Guide will automatically start up and present you with a web page.
Firstly, check that your computer meets the minimum requirements for running the RPL Guide as provided here. Then check the information in the grey box at the top of the screen:

This will tell you whether you need to upgrade the Flash player that’s required to run the RPL Guide. If you do need to update, simply follow the instructions provided.

NOTE: Macintosh® computer users will be presented with slightly different information to PC users. Simply follow the on-screen instructions.

Some basic instructions are then provided to help you through the process of downloading and installing the RPL Guide. These are as follows.

**Download the RPL Guide**

Click the **Download for PC** button or the **Download for Mac** button, a ‘File Download’ box will appear.

Once the program is installed you will not need to come back here again to start the RPL Guide, it will be located in the programs menu of your start button and also be placed as a shortcut on your Desktop for easy access.

**Run the set up for the RPL Guide.**

We recommend that you choose ‘Run’ to install and open the RPL Guide in the default directory of your computer.

This will save all the files required for the RPL Guide in your ‘Programs’ folder, place a desktop shortcut on your computer for easy access next time, and open the RPL Guide ready for you to start.
Please note: Some users may receive a security warning from their browser. The files are safe to install automatically but if you prefer, you can install manually by using the ‘Save’ option here, as shown below:

Choose the ‘Save’ option to manually install the RPL Guide on to your computer.

Decide where you want to save the files - the default location is your Desktop. Click SAVE when you’re ready.
Your files have now downloaded to the location chosen.

Select 'Run' to start the RPL Guide.

**Install the RPL Guide.**

Setup will install Aged Care RPL Guide 1.0 in the following folder. To install in a different folder, click Browse and select another folder. Click Install to start the installation.

Select 'Install' here.
You are now presented with a ‘setup wizard’. Simply follow the instructions provided.

Click ‘I Agree’ after reading the disclaimer statement.
We recommend you leave the ‘Destination Folder’ to its default setting, this will put all the RPL Guide files inside a dedicated folder in the ‘Programs’ area of your computer.

Click ‘Install’ here to complete the process. The files will begin to install automatically.

This is the final screen of the Setup Wizard.

Leave the checkbox for ‘Run RPL Guide 1.0’ ticked (unless you don’t want to start it right now), and click ‘Finish’. The RPL Guide will open.

The webpage that first opened in (2) can now be closed.

You’ll also notice that a shortcut to the RPL Guide has been placed on your desktop for easy access next time you want to use it, and also added to your list of programs along with an ‘uninstall’ option.

All of the information presented in the following pages of this RTO guide is also presented within the RPL Guide Tour, although not in as much detail. This is because the RPL Guide itself is very simple to use, so the tour was kept brief so as not to confuse the user by providing unnecessary details. We do recommend, however, that you assist your users in getting the RPL Guide installed as not everyone will be familiar and/or confident with installing programs.
The RPL Guide.

The entry screen.

The Credits and Disclaimer button will open a window detailing this information for the RPL Guide.

If you have not previously used the RPL Guide, click NO here. The screens that follow are the ones you will see from the ‘NO’ selection.
The ‘NO’ screen, first-time users

Having selected NO on the entry screen, you will be asked to enter your name in the first text field, and the location of your Aged Care Toolbox in the second.

This RPL Guide includes a feature enabling it to interact with a copy of the Aged Care (Grange Care) Toolbox – the ‘Learning Plan’. This is explained in detail later but needs the web location of the Aged Care Toolbox to work. If your RTO is providing RPL candidates with access to the Aged Care Toolbox via your website, this is where they must enter the URL.

NOTE: You’ll need to provide users with this information.

We recommend that all first-time users take the tour of the RPL Guide that is available from this screen. For convenience, inside the tour is a .pdf document version of the information presented in the tour so that it can be printed if required. The tour is also accessible any time from within the ‘Welcome’ page of the RPL Guide, as shown later.

Having entered your name (and if required, the location of your Aged Care Toolbox), click OK to continue.
The ‘Welcome’ Screen

This is the first screen you see after completing the initial entry process.

Note that the TOUR is always available from this screen should you ever need to access it again.
The top menu bar

This top menu bar (from left to right) gives you access to:

My glossary – this button opens a glossary of terms and references related to the Aged Care industry, arranged in alphabetical order for easy access.

You can use the PRINT button here, or CLOSE to go back to the screen you were previously on.

FAQ – this button opens a page of Frequently Asked Questions, providing information and answers for common queries about RPL.

RPL glossary – this button opens a glossary of terms and references related to the RPL process, arranged in alphabetical order for easy access.

Please note that this is ‘generic’ information and you may need to provide users with additional or alternative details according to the RPL requirements of your RTO.

- The URL for the Aged Care Toolbox, as entered on the previous screen. You can change this URL at any time by typing over this text and clicking the ‘UPDATE’ button.
- Show/Hide help – this turns off the active help feature, which provides users with discrete pop-up text when the mouse is moved over a key navigation point or area within the RPL Guide. For first-time users, the help feature is automatically turned on. Clicking ‘HIDE HELP’ will disable the feature, and change the button to ‘SHOW HELP’ so that you can always turn it on again at any time if required.
The unit menu

This is the navigation menu to access each of the twelve units that are supported by this RPL Guide. Moving your mouse over each button will reveal the unit's name.

The PRINT button will present you with a report of all the information recorded in the RPL Guide for each unit. This is explained later.

The SAVE button enables users to save their work at any stage – even if they are only part of the way through a unit. After saving, the RPL Guide can be closed down, and next time the user visits they can load their saved file and re-start their RPL process from where they left off.

Other information about the save process:

- There is NO auto-save function – if you close the RPL Guide without saving, your work will be lost. This is an important point for users to be aware of.

- The data from the RPL Guide, when saved, is kept as an .xml file. This is the format required for the RPL Guide to ‘read’ the data again when the user returns.

- When you click ‘save’, your data is automatically saved to your computer’s desktop and given a file name that’s taken from the name you entered when you started up the RPL Guide. If you don’t wish to keep the file on your desktop, simply move it to a different location on your computer.

- Multiple users can access the RPL Guide on the same computer, as long as they each save their data file with a unique file name such as their full name.

- The .xml file can be saved to a disk or CD, or emailed as an attachment if you need to take it elsewhere, eg; to another computer.

Tip:

You can ask RPL applicants to email their data file/s to you. Simply open your own copy of the RPL Guide, and load the applicant’s file, and you’ll see exactly what they have entered into their copy of the RPL Guide.

This is a great way to assess a person’s RPL application – and you can use the PRINT function to get a printed report of all the evidence and other information that they have detailed in their RPL application.
The unit page

The screen pictured above is for the unit CHCAC1C, but all unit pages are structured exactly the same way. Notice that the top navigation menu bar is still present, as is the unit navigation bar, the print and the save buttons – these are always available from anywhere in the RPL Guide.

This initial screen presents the ‘Unit Description’ and the ‘Critical aspects of assessment’, both taken directly from the Training Package.

Clicking the words Authentic, Current, Relevant and Sufficient populates the text box towards the bottom of the screen with a definition of each. Use the scroll bar on the right to read all the text for each one.
To the right of the screen are these three tabs.

Each one will be explained later.

After reading the unit description, click CONTINUE to enter the unit.
The unit page – elements and performance criteria

This screen contains all the elements of competency and individual performance criteria for the unit. Use the scroll bar to the right of the main window to move up and down the whole page.

Each element within the unit will have a ‘SUGGESTED EVIDENCE’ button. Click this to see a list of evidence suggestions for the element.

Please note these are suggestions only.
For each performance criterion, further information is available to explain how it applies in an aged care context. Click the question mark…

The text box at the bottom of the screen will present ‘thought joggers’ so that the user can see how the performance criterion may relate to their context.

For each performance criterion, the user has to decide whether they can provide evidence of competency for their RPL.

If you have evidence for RPL in this performance criterion, click **YES**.

If you don’t have evidence for RPL in this performance criterion, click **NO**.
The buttons will change colour to indicate whether you clicked YES or NO.

The background of the performance criterion colours in once YES or NO has been selected.

NOTE: You can change your YES or NO response at any time simply by clicking the other button. Remember, you can also click SAVE at any time to save the work you have done so far.
**The Portfolio Planner**

For each performance criterion that you say YES to (i.e.; you CAN provide evidence for RPL in this performance criterion), you will need to detail the evidence you have to prove your competency.

You do this in the **PORTFOLIO PLANNER** – click the tab to open it up.

Simply type in to the boxes adjacent to each performance criterion. The text area will expand with your typing, so you will never run out of room.

- In the column ‘My evidence types’, detail each piece of evidence you have for your RPL. Users should be encouraged to provide as much descriptive detail as possible to help you (the RPL assessor) with their application.
- In the column ‘Date obtained’, provide details of when each piece of evidence was obtained. This can be entered in date format (dd/mm/yy), or as ‘Semester 2, 2007’ or any other letter/number combination as required.
- Click the **HIDE** tab to slide the Portfolio Planner back and return to the unit page.
**The Summary Sheet**

This provides you with an 'at a glance' summary of your YES and NO responses for each performance criterion.

![Summary Sheet](image)

You access this via the **SUMMARY SHEET** tab – click the tab to open it up.

As you can see, a green tick is entered against performance criteria for which you responded YES (you do have evidence for RPL), and a red tick is entered against performance criteria for which you responded NO (you do not have evidence for RPL). This is a very handy summary for the RPL assessor, and is included in the report that the RPL applicant can generate via the **PRINT** button.

Use the scroll bar to move down the page. Clicking the **HIDE** tab will slide the window closed to return to the unit page.
The Learning Plan

The LEARNING PLAN is generated from all the NO responses given to the performance criteria. Click the tab to open it.

NOTE: This is the part of the RPL Guide that interacts with the Aged Care Toolbox. If you are not providing your user with access to a copy of the Aged Care Toolbox, they will not be able to use the Learning Plan to interact with the Aged Care Toolbox as a development / learning tool. Their screen will look like the one above, with ‘(link not active)’ next to each title.

If the RPL Guide is being used in partnership with the Aged Care Toolbox (ie; you have entered a URL for the Toolbox location), inside the Learning Plan you are presented with direct links to content in the Toolbox that matches with the performance criterion for which you responded NO.

This gives you an opportunity to learn more about that particular topic, and perhaps help you find evidence that might be suitable for RPL.
To use the Learning Plan:

<table>
<thead>
<tr>
<th>Task</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completing Documentation</td>
<td>grange_care_services/devresources/com_documentation.htm</td>
</tr>
<tr>
<td>Completing Care Plans</td>
<td>grange_care_services/devresources/comp_care_plans.htm</td>
</tr>
<tr>
<td>Progress Notes</td>
<td>grange_care_services/devresources/progress_notes.htm</td>
</tr>
<tr>
<td>Self Test: Report Writing Styles</td>
<td>grange_care_services/devresources/st_ga_report.htm</td>
</tr>
</tbody>
</table>

The list under each performance criterion shows you what Toolbox content is available.

This shows you the pathway within the Toolbox for each piece of content's location.

Clicking the coloured arrow button will take you directly to that content within the Aged Care Toolbox. This will open in a new window for easy navigation.

That completes the screen-by-screen overview of the RPL Guide, based on what you see as a first-time user.

Now let’s look at what happens when you return after having saved your work during a previous visit.
Return visits to the RPL Guide

To access the RPL Guide again, either open it from your Desktop shortcut or via your Programs menu.

This time, on the first screen, select YES.

Now click the LOAD button in the bottom right-hand area.

Locate the data file that you saved on your last visit, and click ‘Open’ to load it back into the RPL Tool.

Click OK to confirm that the load has been successful. All your data has now been retrieved and you’ll find everything just the way you left it on your last visit.
General information for users of the RPL Guide

- The RTO/Assessor must make it very clear to RPL candidates that written (ie paper-based) evidence alone will NOT be enough to be granted RPL in these units. The nature of aged care work requires a person to have well developed interpersonal and communication skills when interacting with clients, which must be observed in a workplace setting for RPL assessment.

- Applicants should be encouraged to read carefully through the competency standards and decide whether they feel confident that they could put together a portfolio of evidence that will align with the competencies and serve as evidence of RPL towards assessment.

- For the purpose of the RPL Guide, we have had to design each unit as a ‘stand alone’ component, that is; there is no scaffolding from one unit to the next. Therefore, each unit presumes that the applicant has not applied for RPL for any other units within the course. If an applicant is pursuing RPL for the whole set of units, or for more than one unit, you will need to consider whether the evidence provided to address the competencies covered in one unit also address those in another.

- You will need to decide how you wish to facilitate RPL for such units and/or areas of competency, depending on your RTO’s requirements for evidence gathering and the RPL process you follow.

- Further evidence requirements to supplement the RPL Guide content are the RTO’s responsibility, in accordance with AQTF standards and requirements for competency-based assessment.

- Terminology used throughout the RPL Guide is consistent with that used in the Aged Care Training Package. It may not, however, align with the terminology used within your own RTO. All content has been developed in line with AQTF standards and guidelines.

- All content within the RPL Guide can be modified and/or customised to suit your requirements. Some technical knowledge is required for this, as you will need to alter the .xml files that run the RPL Guide. Information in the technical guide document (found on the RPL Guide CD) can help you with this.
Units covered in the RPL Guide

**CHCAC1C – Provide support to an older person**

Unit Descriptor: This unit describes the knowledge and skills required by workers within their designated role and responsibilities to support an older person maintain their quality of life.

**CHCAC2C - Provide personal care**

Unit Descriptor: This unit describes the knowledge and skills required by workers to support or assist the older person with their personal care needs within their service delivery plan.

**CHCAC3C - Orientation to aged care work**

Unit Descriptor: This unit describes the roles and responsibilities by the worker in their role as a carer to perform work that reflects an understanding of the structure and profile of the residential aged care sector and key issues facing older people in the community.

This unit applies to all workers in the aged care sector, or those working with older people.

**CHCAC15A - Provide care support which is responsive to the specific nature of dementia**

Unit Descriptor: Provision of support to clients with dementia in a variety of settings including family houses, community day settings and residential care.

**CHCCOM2B - Communicate appropriately with clients and colleagues**

Unit Descriptor: Exercising effective communication skills in the workplace.

**CHCCS405A - Work effectively with culturally diverse clients and co-workers**

Unit Descriptor: This unit deals with the cultural awareness required for effective communication and cooperation with persons of diverse cultures.

**CHCDIS1B - Orientation to disability work**

Unit Descriptor: This unit is intended to provide an introduction to working with people with a disability.
CHCDIS10B - Provide care and support

Unit Descriptor: Providing support and assistance to maintain quality care for people with disabilities.

CHCHC301A - Work effectively in a home and community care environment

Unit Descriptor: This unit covers the introductory skills and knowledge required to work effectively in a home care environment and community settings with clients, family members, staff, visitors, suppliers and others to meet established work requirements. Home care services may include: respite care, personal care, household maintenance, personal assistance and food services. Community settings include shops, streets, parks, day programs, venues and vehicles.

Work will be within a prescribed range of functions involving known routines and procedures with some accountability for the quality of outcomes.

CHCHC302A - Provide personal care

Unit Descriptor: This unit describes the knowledge and skills required by workers to support or assist the older person with their personal care needs within their service delivery plan.

CHCINF8B - Comply with information requirements of the aged care and community care sectors

Unit Descriptor: This unit describes the knowledge and skills required by the worker to undertake administrative duties of the role including documenting in client records and contribute to the development and monitoring of service delivery plans in accordance with organisational and duty of care requirements.

CHCORG3B - Participate in the work environment

Unit Descriptor: Working effectively as an individual and in work groups to contribute to achievement of organisational objectives.

NOTE: There are common performance criteria across these units. You may choose to take a more holistic approach to the gathering of evidence for RPL.
That concludes this RTO Guide for the Aged Care RPL Guide. We hope it has been helpful to you, and that your clients enjoy using the RPL Guide.
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