



Australian Government

CHC Community Services

Release: 1.1

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CHC Community Services

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Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHC30113 Certificate III in Early Childhood Education and Care

Modification History

Release	Comments
Release 1.1	Correction to links and mapping. Equivalent outcome.
Release 1.0	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to content of core units.

Qualification Description

This qualification reflects the role of workers in a range of early childhood education settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They support the implementation of an approved learning framework, and support children's wellbeing, learning and development. Depending on the setting, educators may work under direct supervision or autonomously.

Under the Education and Care Services National Law (2011) the Australian Children's Education and Care Quality Authority (ACECQA) publishes lists of approved early childhood education and care qualifications and information regarding regulatory requirements here: www.acecqa.gov.au

Packaging Rules

Total number of units = 18

- 15 core units
- 3 elective units
 - at least 1 must be selected from the electives listed below
 - up to 2 units may be selected from any endorsed Training Packages or accredited courses – these units must be relevant to the work outcome.

All electives chosen must support the overall integrity of the AQF level of this qualification and contribute to a valid, industry-supported vocational outcome.

Core units

CHCCS400C Work within a relevant legal and ethical framework

CHCECE001 Develop cultural competence

CHCECE002 Ensure the health and safety of children

CHCECE003 Provide care for children

CHCECE004 Promote and provide healthy food and drinks

CHCECE005 Provide care for babies and toddlers

CHCECE007 Develop positive and respectful relationships with children

CHCECE009 Use an approved learning framework to guide practice

CHCECE010 Support the holistic development of children in early childhood

CHCECE011 Provide experiences to support children's play and learning

CHCECE013 Use information about children to inform practice

CHCPRT001 Identify and respond to children and young people at risk

HLTAID004 Provide an emergency first aid response in an education and care setting

HLTWHS001 Participate in work health and safety

HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Elective units

CHCECE006 Support behaviour of children and young people

CHCECE012 Support children to connect with their world

CHCECE014 Comply with family day care administration requirements

CHCECE015 Attend to daily functions in home based child care

CHCECE017 Foster the holistic development and wellbeing of the child in early childhood

CHCSAC004 Support the holistic development of children in school aged care

CHCORG303C Participate effectively in the work environment

CHCPRT003 Work effectively with families to care for young people and children in care

HLTHIR403 Work effectively with culturally diverse clients and co-workers

BSBINN301A Promote innovation in a team environment

BSBSUS301A Implement and monitor environmentally sustainable work practices

SRCCRO008B Interact positively with infants, toddlers and parents in a recreation environment

Qualification Mapping Information

No equivalent qualification.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHC30213 Certificate III in Education Support

Modification History

Release	Comments
Release 1.1	Minor changes to formatting to improve readability. Corrections to metadata and links. Equivalent outcome.
Release 1.0	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.

Qualification Description

This qualification reflects the role of workers in a range of education settings, including public and independent schools and community education settings, who provide assistance and support to teachers and students under broad-based supervision.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Packaging Rules

Total number of units = 17

- 12 core units
- 5 elective units, of which:
 - at least 3 must be selected from the elective units listed below
 - up to 2 units may be selected from any endorsed Training Packages or accredited courses relevant to the work outcome.

All electives chosen must support the overall integrity of the AQF level of this qualification and contribute to a valid, industry-supported vocational outcome.

Core units

CHCECE006 Support behaviour of children and young people

CHCEDS001 Comply with legislative, policy and industrial requirements in the education environment

CHCEDS002 Assist implementation of planned educational programs

CHCEDS003 Contribute to student education in all developmental domains

CHCEDS004 Contribute to organisation and management of classroom or centre

CHCEDS005 Support the development of literacy and oral language skills

CHCEDS006 Support the development of numeracy skills

CHCEDS007 Work effectively with students and colleagues

CHCEDS017 Contribute to the health and safety of students

CHCEDS018 Support students with additional needs in the classroom environment

HLTHIR403C Work effectively with culturally diverse clients and co-workers

HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Elective units

CHCCS312A Use electronic learning materials

CHCDIS301C Work effectively with people with a disability

CHCECE003 Provide care for children

CHCECE026 Work in partnership with families to provide appropriate care for children

CHCEDS008 Comply with school administrative requirements

CHCEDS009 Communicate with parents, students and colleagues in Aboriginal or Torres Strait Islander language

CHCEDS010 Work effectively as an Aboriginal or Torres Strait Islander education worker

CHCEDS011 Search and assess online information

CHCEDS012 Set up and sustain individual and small group learning areas

CHCEDS013 Use an e-learning management system

CHCEDS014 Support students with English as a second language

CHCEDS015 Support development of student research skills

CHCEDS016 Support learning for students with disabilities in a classroom environment

CHCEDS024 Use educational strategies to support Aboriginal and/or Torres Strait Islander education

CHCEDS025 Facilitate learning for students with disabilities

CHCPRT001 Identify and respond to children and young people at risk

HLTAID003 Provide first aid

HLTWHS001 Participate in work health and safety

Qualification Mapping Information

No equivalent qualification.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHC40113 Certificate IV in School Age Education and Care

Modification History

Release	Comments
Release 1.1	Corrections to links and mapping. Equivalent outcome.
Release 1.0	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.

Qualification Description

This qualification reflects the role of educators who work with school age children in outside school hours care and vacation programs. In doing so they support the implementation of an approved learning framework. They may work under direct supervision or autonomously. They may have responsibility for supervision of volunteers or other staff.

Under the Education and Care Services National Law (2011) the Australian Children's Education and Care Quality Authority (ACECQA) publishes lists of approved early childhood education and care qualifications and information regarding regulatory requirements here: www.acecqa.gov.au.

Packaging Rules

Total number of units = 19

- 15 core units
- 4 elective units, of which:
 - at least 2 must be selected from the electives listed below
 - up to 2 units may be selected from any endorsed Training Packages or accredited courses relevant to the work outcome

All electives chosen must support the overall integrity of the AQF level of this qualification and contribute to a valid, industry-supported vocational outcome.

Core units

CHCCS400C Work within a relevant legal and ethical framework

CHCECE001 Develop cultural competence

CHCECE002 Ensure the health and safety of children

CHCECE004 Promote and provide healthy food and drinks

CHCECE009 Use an approved learning framework to guide practice

CHCECE011 Provide experiences to support children's play and learning

CHCPRT001 Identify and respond to children and young people at risk

CHCSAC001 Support children to participate in school age care

CHCSAC002 Develop and implement play and leisure experiences in school age care

CHCSAC003 Work collaboratively and respectfully with children in school age care

CHCSAC004 Support the holistic development of children in school age care

HLTAID004 Provide an emergency first aid response in an education and care setting

HLTHIR403C Work effectively with culturally diverse clients and co-workers

HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

HLTWHS001 Participate in work health and safety

Elective units

BSBINN301A Promote innovation in a team environment

BSBSUS301A Implement and monitor environmentally sustainable work practices

BSBWOR204A Use business technology

CHCCD420B Work to empower Aboriginal and/or Torres Strait Islander communities

CHCCOM302D Communicate appropriately with clients and colleagues

CHCCS411C Work effectively in the community sector

CHCCS421B Undertake community sector work within own community

CHCDIS301C Work effectively with people with a disability

CHCECE006 Support behaviour of children and young people

CHCECE008 Work within a regulatory framework specific to children's services

CHCECE010 Support the holistic development of children in early childhood

CHCECE012 Support children to connect with their world

CHCECE021 Implement strategies for the inclusion of all children

CHCECE022 Promote children's agency

CHCECE025 Embed sustainable practices in service operations

CHCORG303C Participate effectively in the work environment

CHCORG428A Reflect on and improve own professional practice

CHCORG502B Work autonomously

CHCORG611C Lead and develop others in a community sector workplace

CHCPRT002 Support the rights and safety of children and young people

CHCRH503B Develop leisure and health programs for clients with special needs

CHCSAC004 Support the holistic development of children in school age care

HLTFS207C Follow basic food safety practices

HLTNA303D Plan and modify meals and menus according to nutrition care plans

HLTNA304D Plan meals and menus to meet cultural and religious needs

SISCCRO301A Assist with recreation games not requiring equipment

SISXEMR402A Coordinate emergency responses

SISXFAC409 Plan and provide sport and recreational services

SROABL002B Facilitate adventure-based learning activities

SRXCAI005B Conduct a sport and recreation session for participants

Qualification Mapping Information

No equivalent qualification.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHC40213 Certificate IV in Education Support

Modification History

Release	Comments
Release 1.1	Corrections to metadata and mapping. Equivalent outcome.
Release 1.0	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.

Qualification Description

This qualification reflects the role of workers in a range of education settings, including public and independent schools and community education settings, who provide assistance and support to teachers and students under broad-based supervision.

Some job roles may require tasks to be performed with a moderate level of autonomy and/or the provision of supervision/leadership to other staff/volunteers.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Packaging Rules

Total number of units = 17

- 12 core units
- 5 elective units, of which:
 - at least 3 must be selected from the electives listed below
 - up to 2 units may be selected from any endorsed Training Packages or accredited courses relevant to the work outcome

All electives chosen must support the overall integrity of the AQF level of this qualification and contribute to a valid, industry-supported vocational outcome.

Core units

CHCECE006 Support behaviour of children and young people

CHCEDS001 Comply with legislative, policy and industrial requirements in the education environment

CHCEDS021 Assist in facilitation of student learning

CHCEDS022 Work with students in need of additional support

CHCEDS024 Use educational strategies to support Aboriginal and/or Torres Strait Islander education

CHCEDS025 Facilitate learning for students with disabilities

CHCEDS032 Support learning and implementation of responsible behaviour

CHCORG428A Reflect on and improve own professional practice

CHCPRT001 Identify and respond to children and young people at risk

HLTHIR403C Work effectively with culturally diverse clients and co-workers

HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

HLTWHS001 Participate in work health and safety

Electives

CHCCD413E Work within specific communities

CHCDIS405A Facilitate skills development and maintenance

CHCDIS411A Communicate using augmentative and alternative communication strategies

CHCEDS013 Use an e-learning management system

CHCEDS019 Support students' mathematics learning

CHCEDS020 Support students' literacy learning

CHCEDS023 Supervise students outside the classroom

CHCEDS026 Deliver elements of teaching and learning programs

CHCEDS027 Support flexible learning in an education environment

CHCEDS028 Assist in production of language resources

CHCEDS029 Assist teacher to develop Aboriginal and/or Torres Strait Islander language and culture lessons

CHCEDS030 Coordinate e-learning programs

CHCEDS031 Provide support to students with autism spectrum disorder

CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively

CHCNET402B Establish and maintain effective networks

HLTAID003 Provide first aid

Qualification Mapping Information

No equivalent qualification.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHC40313 Certificate IV in Child, Youth and Family Intervention

Modification History

Release	Comments
Release 1.1	Corrections to metadata and mapping. Equivalent outcome.
Release 1.0	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.

Qualification Description

This qualification reflects the role of those who work in youth and family intervention, including practice specialisations in residential and out of home care, family support and early intervention. Workers operate under a broad supervision framework and within clearly defined organisational guidelines, service plans and position specifications.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Packaging Rules

Total number of units = 16

- 10 core units
- 6 elective units, of which:
 - at least 4 units must be selected from the listed electives
 - up to 2 units may be selected from any endorsed Training Packages or accredited courses relevant to the work outcome

Where appropriate, electives may be packaged to provide a qualification with a specialisation in residential and out of home care, or family support.

Packaging Rules for each specialisation:

All Group A electives must be selected for award of the *Certificate IV in Child, Youth and Family Intervention (Residential and out of home care)*

All Group B electives must be selected for award of the *Certificate IV in Child, Youth and Family Intervention (Family support)*

All electives chosen must support the overall integrity of the AQF level of this qualification and contribute to a valid, industry-supported vocational outcome.

Core units

CHCCM402E Establish and monitor a case plan

CHCCOM403A Use targeted communication skills to build relationships

CHCCS400C Work within a relevant legal and ethical framework

CHCDEV001 Confirm client developmental status

CHCPRT001 Identify and respond to children and young people at risk

CHCPRT003 Work collaboratively to maintain an environment safe for children and young people

CHCPRT005 Work within a practice framework

HLTHIR403C Work effectively with culturally diverse clients and co-workers

HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

HLTWHS001 Participate in work health and safety

Elective units

Group A electives – Residential and out of home care specialisation

CHCCS401C Facilitate responsible behaviour

CHCPRT009 Provide primary residential care

Group B electives – Family support specialisation

CHCCS404B Facilitate family intervention strategies

CHCCS414A Provide education and support on parenting, health and wellbeing

General electives

CHCCONS401C Facilitate changeover

CHCCONS402C Facilitate and monitor contact

CHCCONS403C Support families to develop relationships

CHCCONS504C Assist families to self manage contact

CHCCS422B Respond holistically to client issues and refer appropriately

CHCPW404A Work effectively in trauma informed care

Qualification Mapping Information

No equivalent qualification.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHC40413 Certificate IV in Youth Work

Modification History

Release	Comments
Release 1.1	Corrections to metadata and mapping. Equivalent outcome.
Release 1.0	This version was released in CHC Health Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.

Qualification Description

This qualification reflects the role of workers who develop and facilitate programs for young people through a range of community-based programs designed to address the social, behavioural, health, welfare, developmental and protection needs of young people.

This work may be undertaken through employment in community, government and youth sector agencies and workers will be:

- responsible for implementing policies and guidelines of the employing organisation
- largely self-directed with fairly autonomous decision-making capacity under the indirect supervision of a manager.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Packaging Rules

Total number of units = 18

- 14 core units
- 4 elective units, of which:
 - at least 2 must be selected from the listed electives below
 - up to 2 units may be selected from any endorsed Training Packages or accredited courses relevant to the work outcome.

All electives chosen must support the overall integrity of the AQF level of this qualification and contribute to a valid, industry-supported vocational outcome.

Core units

CHCCD412B Work within a community development framework

CHCCOM403A Use targeted communication skills to build relationships

CHCCS400C Work within a relevant legal and ethical framework

CHCGROUP403D Plan and conduct group activities

CHCMH411A Work with people with mental health issues

CHCPRT001 Identify and respond to children and young people at risk

CHCYTH001 Engage respectfully with young people

CHCYTH002 Work effectively with young people in youth work context

CHCYTH003 Support young people to create opportunities in their lives

CHCYTH004 Respond to critical situations

CHCYTH010 Provide services for young people appropriate to the needs and circumstances

HLTHIR403C Work effectively with culturally diverse clients and co-workers

HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

HLTWHS001 Participate in work health and safety

Elective units

CHCAOD402B Work effectively in the alcohol and other drugs sector

CHCAOD408B Assess needs of clients with alcohol and/or other drugs issues

CHCCD401E Support community participation

CHCCED511A Develop, implement and review sexual and reproductive health education programs

CHCCH301C Work effectively in social housing

CHCCH427B Work effectively with people experiencing or at risk of homelessness

CHCCH522B Undertake outreach work

CHCCM401D Undertake case management

CHCCM404A Undertake case management for clients with complex needs

CHCCS401C Facilitate responsible behaviour

CHCCS411C Work effectively in the community sector

CHCCS419C Provide support services to clients

CHCCS422B Respond holistically to client issues and refer appropriately

CHCCS521B Assess and respond to individuals at risk of suicide

CHCDEV001 Confirm client developmental status

CHCDFV301A Recognise and respond appropriately to domestic and family violence

CHCGROUP302D Support group activities

CHCGROUP410B Deliver a structured program

CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively

CHCMH401A Work effectively in mental health settings

CHCNET404B Facilitate links with other services

CHCORG405E Maintain an effective work environment

CHCPRT002 Support the rights and safety of children and young people

CHCPRT004 Work effectively in child protection to support children, young people and families

CHCPRT009 Provide primary residential care

CHCPW404A Work effectively in trauma informed care

CHCPW407A Support self-directed physical health and wellbeing

CHCSW401A Work effectively with forced migrants

CHCSW402B Undertake bicultural work with forced migrants in Australia

CHCYTH011 Work effectively with young people and their families

Qualification Mapping Information

No equivalent qualification.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHC40513 Certificate IV in Youth Justice

Modification History

Release	Comments
Release 1.1	Minor corrections to formatting to improve readability.
Release 1.0	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.

Qualification Description

This qualification reflects the role of youth justice workers who supervise young people who have been directed by the justice system to be in the care and direction of authorised community and/or government agencies.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Packaging Rules

Total number of units = 15

- 8 core units
- 7 elective units, of which:
 - at least 1 must be selected from Practice elective units
 - at least 3 must be selected from the General electives listed below
 - up to 3 units may be selected from any endorsed Training Packages or accredited courses relevant to the work outcome.

All electives chosen must support the overall integrity of the AQF level of this qualification and contribute to a valid, industry-supported vocational outcome.

Core units

CHCCOM403A Use targeted communication skills to build relationships

CHCPRT001 Identify and respond to children and young people at risk

CHCPRT013 Support the progress and development of young people

CHCPRT016 Work in the youth justice environment

CHCPRT017 Support Aboriginal and/or Torres Strait Islander young people in youth justice system

CHCYTH004 Respond to critical situations

HLTHIR403C Work effectively with culturally diverse clients and co-workers

HLTWHS001 Participate in work health and safety

Practice units

CHCPRT007 Provide supervision in the community

CHCPRT008 Provide supervision in a secure system

General Electives

CHCAOD510B Work effectively with clients with complex alcohol and/or other drug issues

CHCCM401D Undertake case management

CHCCS419C Provide support services to clients

CHCCS521B Assess and respond to individuals at risk of suicide

CHCCW402C Implement a case work strategy

CHCMH401A Work effectively in mental health settings

CHCMH411A Work with people with mental health issues

CHCNET404B Facilitate links with other services

CHCPRT002 Support the rights and safety of children and young people

CHCPRT018 Prepare young people for reintegration

CHCYTH003 Support young people to create opportunities in their lives

CHCYTH006 Work with young people to establish support networks

CSCOFM304A Protect the safety and welfare of young offenders

HLTCSD306D Respond effectively to behaviours of concern

Qualification Mapping Information

No equivalent qualification.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHC50113 Diploma of Early Childhood Education and Care

Modification History

Release	Comments
Release 1.1	Corrections to metadata and mapping. Equivalent outcome.
Release 1.0	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Removal of entry requirements.

Qualification Description

This qualification reflects the role of early childhood educators who are responsible for designing and implementing curriculum in early childhood education and care services. In doing so they work to implement an approved learning framework within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They may have responsibility for supervision of volunteers or other staff.

Under the Education and Care Services National Law (2011) the Australian Children's Education and Care Quality Authority (ACECQA) publishes lists of approved early childhood education and care qualifications and information regarding regulatory requirements here: www.acecqa.gov.au.

Packaging Rules

Total number of units = 28

- 23 core units
- 5 elective units, of which:
 - at least 2 must be selected from the elective units listed below
 - up to 3 units may be selected from any endorsed Training Packages or accredited courses relevant to the work outcome

All electives chosen must support the overall integrity of the AQF level of this qualification and contribute to a valid, industry-supported vocational outcome.

Core units

CHCCS400C Work within a relevant legal and ethical framework

CHCECE001 Develop cultural competence

CHCECE002 Ensure the health and safety of children

CHCECE003 Provide care for children

CHCECE004 Promote and provide healthy food and drinks

CHCECE005 Provide care for babies and toddlers

CHCECE007 Develop positive and respectful relationships with children

CHCECE009 Use an approved learning framework to guide practice

CHCECE016 Establish and maintain a safe and healthy environment for children

CHCECE017 Foster the holistic development and wellbeing of the child in early childhood

CHCECE018 Nurture creativity in children

CHCECE019 Facilitate compliance in an education and care services

CHCECE020 Establish and implement plans for developing cooperative behaviour
CHCECE021 Implement strategies for the inclusion of all children
CHCECE022 Promote children's agency
CHCECE023 Analyse information to inform learning
CHCECE024 Design and implement the curriculum to foster children's learning and development
CHCECE025 Embed sustainable practices in service operations
CHCECE026 Work in partnership with families to provide appropriate education and care for children
CHCPR001 Identify and respond to children and young people at risk
HLTAID004 Provide an emergency first aid response in an education and care setting
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people
HLTWHS003 Maintain work health and safety

Elective units

BSBINN502A Build and sustain an innovative work environment
BSBLED401A Develop teams and individuals
BSBSUS501A Develop workplace policy and procedures for sustainability
CHCINF407D Meet information needs of the community
CHCORG428A Reflect on and improve own professional practice
CHCORG506E Coordinate the work environment
CHCORG614C Manage a community sector organisation
CHCORG624E Provide leadership in community services delivery
CHCORG627B Provide mentoring support to colleagues
CHCPOL403C Undertake research activities
CHCPOL504B Develop and implement policy
CHCSAC005 Foster the holistic development and wellbeing of the child in school age care
HLTHIR403C Work effectively with culturally diverse clients and co-workers
PSPMNGT605B Manage diversity

Qualification Mapping Information

No equivalent qualification.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHC50213 Diploma of School Age Education and Care

Modification History

Release	Comments
Release 1	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Entry requirements removed.

Qualification Description

This qualification reflects the role of educators who are responsible for the day-to-day running of a before and after school care and/or vacation care service, including planning, implementing and managing programs which address regulatory and duty of care requirements.

They will have responsibility for the supervision of volunteers and or other staff.

Under the Education and Care Services National Law (2011) the Australian Children's Education and Care Quality Authority (ACECQA) publishes lists of approved early childhood education and care qualifications and information regarding regulatory requirements here: www.acecqa.gov.au.

Packaging Rules

Total number of units = 25

- 18 core units
- 7 elective units, of which:
 - at least 3 must be selected from the elective units listed below
 - up to 4 units may be selected from any endorsed Training Packages or accredited courses relevant to the work outcome.

All electives chosen must support the overall integrity of the AQF level of this qualification and contribute to a valid, industry-supported vocational outcome.

Core units

CHCECE001 Develop cultural competence

CHCECE004 Promote and provide healthy food and drinks

CHCECE009 Use an approved learning framework to guide practice

CHCECE011 Provide experiences to support children's play and learning

CHCECE016 Establish and maintain a safe and healthy environment for children

CHCECE018 Nurture creativity in children

CHCECE019 Facilitate compliance in an education and care services

CHCECE020 Establish and implement plans for developing cooperative behaviour

CHCECE021 Implement strategies for the inclusion of all children

CHCECE024 Design and implement the curriculum to foster children's learning and development

CHCECE026 Work in partnership with families to provide appropriate education and care for children

CHCPRT001 Identify and respond to children and young people at risk
CHCSAC001 Support children to participate in school age care
CHCSAC002 Develop and implement play and leisure experiences in school age care
CHCSAC003 Work collaboratively and respectfully with children in school age care
CHCSAC005 Foster the holistic development and wellbeing of the child in school age care
HLTAID004 Provide an emergency first aid response in an education and care setting
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Elective units

BSBINN502A Build and sustain an innovative work environment
BSBLED401A Develop teams and individuals
BSBSUS501A Develop workplace policy and procedures for sustainability
CHCDIS301C Work effectively with people with a disability
CHCECE017 Foster the holistic development and wellbeing of the child in early childhood
CHCECE022 Promote children's agency
CHCECE023 Analyse information to inform learning
CHCECE025 Embed sustainable practices in service operations
CHCFAM503B Work with a child focused approach
CHCORG428A Reflect on and improve own professional practice
CHCORG624E Provide leadership in community services delivery
CHCORG627B Provide mentoring support to colleagues
CHCPOL403C Undertake research activities
CHCPOL504B Manage research activities
HLTWHS003 Maintain work health and safety
PSPMNGT605B Manage diversity

Qualification Mapping Information

No equivalent qualification.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHC50313 Diploma of Child, Youth and Family Intervention

Modification History

Release	Comments
Release 1.1	Minor changes to formatting to improve readability. Corrections to metadata and links. Equivalent outcome.
Release 1.0	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.

Qualification Description

This qualification reflects the role of workers in residential facilities and/or non-residential settings related to child protection and family support work.

These workers:

- work under limited supervision or within a team and are responsible for planning and prioritising their own work program to achieve targets
- may supervise other workers
- may, depending on the focus of their role, carry out activities related to improvement of personal living and emotional circumstances of a child or young person at risk
- may exercise legal authorities and delegated decision-making on relevant statutory matters.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Packaging Rules

Total number of units = 16

- 9 core units
- 7 elective units, of which:
 - at least 4 units must be selected from the listed electives
 - up to 3 units may be selected from any endorsed Training Packages or accredited courses relevant to the work outcome

All electives chosen must support the overall integrity of the AQF level of this qualification and contribute to a valid, industry-supported vocational outcome.

Core units

CHCCM503C Develop, facilitate and monitor all aspects of case management

CHCCS422B Respond holistically to client issues and refer appropriately

CHCCS504B Provide services to clients with complex needs

CHCDEV003 Analyse client information for service planning and delivery

CHCPRT004 Work effectively in child protection to support children, young people and families

CHCPRT006 Build professional practice and sectoral expertise

CHCPRT010 Work with children and young people with complex trauma and attachment issues and needs

HLTHIR403C Work effectively with culturally diverse clients and co-workers

HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Electives

CHCAOD510B Work effectively with clients with complex alcohol and/or other drugs issues

CHCCOM504B Develop, implement and promote effective workplace communication

CHCCS513C Maintain an effective community sector work environment

CHCCS601C Work with clients with unique needs

CHCDFV402C Manage own professional development in responding to domestic and family violence

CHCDFV510D Facilitate workplace debriefing and support processes

CHCFAM417B Identify and use strengths-based practice

CHCINF505D Meet statutory and organisation information requirements

CHCMH402B Apply understanding of mental health issues and recovery processes

CHCPRT011 Develop and implement a multi-agency investigation and child risk assessment strategy

CHCPRT012 Undertake and implement planning with at-risk children and young people and their families

CHCPRT014 Interact with the legal system to protect children

HLTAID003 Provide first aid

Qualification Mapping Information

No equivalent qualification.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHC50413 Diploma of Youth Work

Modification History

Release	Comments
Release 1.1	Corrections to metadata and mapping. Equivalent outcome.
Release 1.0	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Entry requirements removed.

Qualification Description

This qualification reflects the role of people with responsibility for the development and the outcomes of programs and services for young people managed through a range of agencies and designed to meet the social, behavioural, health, welfare, developmental and protection needs of young people. This work may be undertaken through employment in community, government and welfare agencies.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Packaging Rules

Total number of units = 21

- 17 core units
- 4 elective units, of which:
 - at least 1 must be selected from Practice elective units
 - at least 1 must be selected from General elective units
 - up to 2 units may be selected from any endorsed Training Packages or accredited courses relevant to the work outcome.

All electives chosen must support the overall integrity of the AQF level of this qualification and contribute to a valid, industry-supported vocational outcome.

Core units

CHCCM503A Develop, facilitate and monitor all aspects of case management

CHCCOM504B Develop, implement and promote effective workplace communication

CHCCS502C Maintain legal and ethical work practices

CHCCS503B Develop, implement and review services and programs to meet client needs

CHCDEV002 Analyse impacts of sociological factors on clients in community work and services

CHCGROUP403D Plan and conduct group activities

CHCMH411A Work with people with mental health issues

CHCNET404B Facilitate links with other services

CHCPRT001 Identify and respond to children and young people at risk

CHCYTH001 Engage respectfully with young people

CHCYTH002 Work effectively with young people in youth work context

CHCYTH008 Support young people to take collective action

CHCYTH009 Support youth programs

CHCYTH012 Manage service response to young people in crisis

HLTWHS001 Participate in work health and safety

HLTHIR403C Work effectively with culturally diverse clients and co-workers

HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Practice electives

CHCYTH005 Develop and implement procedures to enable young people to address their needs

CHCYTH010 Provide services for young people appropriate to their needs and circumstances

General electives

CHCCD508D Support community action

CHCCD509C Support community leadership

CHCCD516B Work within organisation and government structures to enable community development outcomes

CHCCED511A Develop, implement and review sexual and reproductive health education programs

CHCCH522B Undertake outreach work

CHCCS422B Respond holistically to client issues and refer appropriately

CHCCS601C Work with clients with unique needs

CHCORG525D Recruit and coordinate volunteers

CHCORG627B Provide mentoring support to colleagues

CHCPOL403C Undertake research activities

CHCPOL504B Develop and implement policy

CHCYTH006 Work with young people to establish support networks

CHCYTH007 Undertake youth work in specific communities

PSPPM504A Carry out complex project activities

Qualification Mapping Information

No equivalent qualification.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHC50513 Diploma of Youth Justice

Modification History

Release	Comments
Release 1	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.

Qualification Description

This qualification reflects the role of youth justice workers who supervise young people who have been directed by the justice system to be in the care and direction of authorised community and government agencies. Workers at this level may have some supervisory responsibility for other staff.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Packaging Rules

Total number of units = 14

- 10 core units
- 4 elective units, of which:
 - at least 2 must be selected from the listed electives below
 - up to 2 units may be selected from any endorsed Training Packages or accredited courses relevant to the work outcome.

All electives chosen must support the overall integrity of the AQF level of this qualification and contribute to a valid, industry-supported vocational outcome.

Core units

CHCCOM504B Develop, implement and promote effective workplace communication

CHCCS502C Maintain legal and ethical work practices

CHCCS506A Promote and respond to workplace diversity

CHCPRT015 Respond to needs of youth justice clients

CHCPRT016 Work in the youth justice environment

CHCPRT017 Support Aboriginal and/or Torres Strait Islander young people in youth justice system

CHCPRT019 Develop and support youth justice team

CHCYTH012 Manage service response to young people in crisis

HLTWHS001 Participate in work health and safety

HLTHIR403C Work effectively with culturally diverse clients and co-workers

General Electives

CHCAOD510B Work effectively with clients with complex alcohol and/or other drug issues

CHCCM401D Undertake case management

CHCCM503C Develop, facilitate and monitor all aspects of case management

CHCCS504B Provide services to clients with complex needs

CHCCS513C Maintain an effective community sector work environment

CHCCS521B Assess and respond to individuals at risk of suicide

CHCCS601C Work with clients with unique needs

CHCDFV505C Counsel clients affected by domestic and family violence

CHCDFV510D Facilitate workplace debriefing and support processes

CHCINF505D Meet statutory and organisation information requirements

CHCMH411A Work with people with mental health issues

CHCPW407A Support self-directed physical health and wellbeing

CHCPRT014 Interact with the legal system to protect children

Qualification Mapping Information

No equivalent qualification.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCDEV001 Confirm client developmental status

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to review the developmental status of a client. Note that the client may be a child or a young person.

Work at this level may require guidance and/or supervision from appropriately qualified personnel, especially where provision of direct client services is involved.

This unit applies to people working in a range of community service contexts including: juvenile justice, alcohol and other drugs services, mental health, and child protection.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Apply knowledge of human development to check client's developmental status

- 1.1 Observe and/or question the client appropriately to obtain information about client's developmental status
- 1.2 Review any available documented information about the client's developmental status
- 1.3 Consult with the client's carer, family or significant others to gather relevant information where appropriate
- 1.4 Apply knowledge of lifespan development theories to clarify client's development status

2. Identify developmental issues

- 2.1 Recognise factors that may have impacted on appearance and behaviour of the client
- 2.2 Clarify suitability of community services being delivered in relation to client's developmental status
- 2.3 Consult appropriate person/s to clarify concerns about client's developmental status
- 2.4 Identify potential risk factors associated with developmental issues
- 2.5 Recognise and refer potentially serious issues in line with organisational requirements
- 2.6 Document developmental issues in line with

ELEMENT

Elements define the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

organisational policies and procedures

3. Check for and respond appropriately to specific issues

3.1 Check for any issues that may require notification, and report if necessary

3.2 Check for any indications of other issues that may impact the provision of services and/or require referral

3.3 Report and document accurately and with the detail required by the organisational policies and procedures

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCDEV001 Confirm client developmental status

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- observed and questioned at least one client and their family and documented information relevant to the developmental status of the client
- confirmed client's developmental status prior to delivering services
- identified variations from normal development status and recognised and referred potentially serious issues in line with organisational requirements
- identified potential factors responsible for significant variations from normal developmental status and determined an appropriate response in terms of:
 - appropriate referral and reporting in line with organisational requirements
 - provision of appropriate services
- referred to or sought assistance from an appropriate person or authority in relation to variations from normal functioning
- complied with mandatory reporting requirements where appropriate.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- detailed aspects of human development throughout the lifespan, including:
 - physical
 - psychological
 - cognitive
 - social
 - affective
- attachment theory
- key factors that may impact on the individual at identified stages of human development and their potential effects, e.g. the impact of trauma
- legal obligations, particularly in relation to child protection and elder abuse issues
- appropriate range of referral sources and associated protocols
- awareness of own values and attitudes and their potential impact on clients
- indicators of significant issues including:
 - child abuse (i.e. different types of child abuse)
 - abuse, neglect or harm including self-harm
 - domestic and family violence
 - elder abuse
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCDEV002 Analyse impacts of sociological factors on clients in community work and services

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment.</p> <p>Removed pre-requisite.</p>

Application

This unit of competency describes the skills and knowledge required to function independently and to plan and undertake community work and associated services.

The unit describes the application of knowledge of the broad social and cultural context in which work is planned and implemented in the community services industry.

This unit applies to workers who seek to better understand their client groups and issues that impact on the lives of their clients and hence on their delivery of services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Identify social and cultural issues impacting on clients in Australian society

- 1.1 Identify major social and cultural institutions in Australian society and their societal functions
- 1.2 Identify ways in which major institutions in Australian society can impact clients as individuals and as part of community and family groups
- 1.3 Examine and identify possible effects and consequences of conditions and experiences of inequality on clients as individuals and as part of community and family groups
- 1.4 Identify impacts of long-term unemployment and associated issues on clients as individuals and as family members
- 1.5 Where relevant, identify factors associated with age in Australian society and their impact on clients as individuals and in family and community settings

2. Analyse impacts of social and cultural factors on clients

- 2.1 Use available information to identify and analyse social and cultural factors impacting on individual clients, groups or communities
- 2.2 Clarify current health and wellbeing and associated needs for individual clients, groups or communities
- 2.3 Make informed decisions in relation to specific work to be undertaken and/or services to be provided to client/s

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Monitor impact of social and cultural factors on community work and services provided to clients

3.1 Monitor impact of work undertaken and/or services provided to clients, in line with scope of own work role and organisational policies and procedures

3.2 Review effectiveness of work undertaken and/or services provided to clients, in relation to identified social and cultural factors impacting on clients, groups or communities

3.3 If required, revise aspects of work undertaken and/or services provided to better address social and cultural issues and enhance outcomes for clients, groups or communities

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCDEV002 Analyse impacts of sociological factors on clients in community work and services

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment.</p> <p>Removed pre-requisite.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- advised, referred or provided at least three clients with access to services based on socio-cultural information gathered
- monitored and reviewed effectiveness of work and/or services provided to clients
- revised work and/or services provided to clients to enhance client outcomes and better address their social and cultural issues
- performed the activities outlined in the performance criteria of this unit during a period of at least 100 hours of work within a community services workplace.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- functions of social and cultural institutions within Australian society
- factors contributing to client experiences of inequality and the possible effects and consequences on their role in society
- effects and consequences of unemployment on clients and in our society
- contemporary frameworks and influences underpinning social policy
- political and economic theory and systems
- concepts of inequality and how they impact on individuals and society
- different beliefs about various stratifications in our society and the ways in which stereotypes develop, and their impact
- specific policy decisions and their impact on community work
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCDEV003 Analyse client information for service planning and delivery

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment.</p>

Application

This unit describes skills and knowledge required to develop and tailor service plans to address specific client needs. Workers are required to undertake this task with an underpinning knowledge of human development.

This unit applies to people working in a range of community service contexts. The worker may or may not supervise the work of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

- | | |
|---|---|
| 1. Analyse available client information | <p>1.1 Source and interpret any results and reports from tests, observations and assessments</p> <p>1.2 Observe client to consider accuracy of available reports</p> <p>1.3 Identify specific social, psychological and/or developmental issues for the client</p> <p>1.4 Analyse client information in relation to preparation for planning services, observing organisational requirements and protocols</p> |
| 2. Plan action/s to address client developmental status and identified issues | <p>2.1 Work with client to develop an action plan to address their needs and personal circumstances</p> <p>2.2 Consider life and developmental stage of client and ensure that proposed actions are appropriate</p> <p>2.3 Ensure that the plan has clear actions, with agreed timelines and responsibilities, and is documented and stored in line with organisational policies and procedures</p> |
| 3. Implement services | <p>3.1 Provide services in accordance with the action plan, organisational policies and procedures, and occupational health and safety requirements</p> <p>3.2 Maintain current, complete, accurate and relevant records for each client contact as required by the organisation</p> <p>3.3 Monitor impact of services in line with scope of own work role and organisational policies and procedures</p> <p>3.4 Adjust and refine plan if circumstances change</p> |

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

- *Numeracy* - in order to analyse available client information, including test results

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCDEV003 Analyse client information for service planning and delivery

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- undertaken detailed analysis of information available for at least three clients in the context of planning and delivering community services including:
 - interpreting test results and reports
 - reviewing social, psychological and/or developmental issues
- planned and delivered services appropriate to the needs and circumstances of at least three clients, in line with:
 - specific approaches, philosophies and regimes of community service work
 - the client's involvement
- implemented, monitored and reviewed plans for at least three clients.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- stages of behavioural development
- indicators of mental, physical, emotional or social difficulties
- indicators of trauma
- standard tests used to measure and review individual capacity and function, e.g. I.Q. tests, WISC
- factors that may impact on the individual at identified stages of human development, and their potential effects
- legislative requirements and obligations relating to delivery of community services, including mandatory notification issues and child protection policy
- detailed understanding of protocols and available resources associated with service delivery and referral
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCECE001 Develop cultural competence

Modification History

Release	Comments
Release 1	This new unit was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.

Application

This unit describes the skills and knowledge required to work towards cultural competency and to support participation of all children and families in children's services. This support includes contributing to children's understanding and acceptance of all cultures.

This unit applies to educators working in a range of education and care services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

- | | |
|--|---|
| 1. Reflect on own cultural identity and biases | <p>1.1 Identify significant events in own family background or history which may influence current values, beliefs and attitudes</p> <p>1.2 Define aspects of the environment which influence own cultural identity</p> <p>1.3 Reflect on potential impact own background may have on interactions and relationships with people from other cultures</p> <p>1.4 Identify any knowledge, attitudes or skills to be developed to ensure cultural competency</p> |
|--|---|

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Identify and develop cultural competency

2.1 Identify the cultural identities of the children within the service, their families and the local community

2.2 Critically analyse relationships, curriculum and activities

2.3 Identify skills, attributes or knowledge that may need to be developed to ensure cultural competency

3. Research Aboriginal and/or Torres Strait Islander communities

3.1 Identify any historical issues in relation to Aboriginal and/or Torres Strait Islander people and the land that the service is on, including at regional and state levels

3.2 Reflect on contemporary impacts of historical issues including those relating to Aboriginal and/or Torres Strait Islander people

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

4. Support individual cultural identities

4.1 Identify and consult with appropriate persons to obtain knowledge of local cultural groups

4.2 Support activities within the service to encourage and promote participation by all cultural groups

4.3 Process information in a culturally sensitive way including identification of how and with whom information can be shared

4.4 Provide opportunities for all families to share their context and cultural knowledge

4.5 Provide opportunities for children and families to enhance their experience of cultural diversity

4.6 Demonstrate respect for all home languages and expose children to different language and dialects, and encourage appreciation of linguistic diversity

5. Create environments to support children's cross-cultural understanding and relationships

5.1 Plan and implement experiences that foster positive attitudes to inclusion

5.2 Explore with children the culture, heritage, backgrounds and traditions of each child within the context of their community

5.3 Promote establishment of constructive relationships with all children and families based on trusting relationships, respectful interactions, understandings of alternate world views and celebration of diversity

5.4 Use oral communication skills to role-model open, inclusive, ethical interactions with all children, families and colleagues

5.5 Observe children's interactions and participation to identify the need for additional cultural support and cross-cultural understanding

6. Support the implementation of inclusive learning experiences

6.1 Implement experiences that build on the diverse backgrounds of children and families within the service, broaden children's perspectives and encourage appreciation of diversity

6.2 Plan and implement experiences that focus on events,

ELEMENT

Elements define the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

customs and beliefs that are relevant to the service's children and families

7. Support children in developing confidence and strength in personal and cultural identity

7.1 Support experiences and environments where secure, respectful and reciprocal relationships between children, families and other adults can be established

7.2 Communicate and interact with children to help them work towards a strong sense of identity, wellbeing and of being connected with and contributing to their world

7.3 Implement group activities to allow children to use collaborative processes to solve problems

7.4 Engage with peers, mentors or others to support individual children with specific cultural needs as appropriate

7.5 Follow community protocols when engaging with community members

Foundation Skills

The Foundation Skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCECE001 Develop cultural competence

Modification History

Release	Comments
Release 1	This new unit was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- reflected on own cultural identity and biases
- investigated cultural diversity in at least one service and community
- supported children's and families' cross-cultural relationships through the following activities:
 - interacting in culturally appropriate ways with children, families and communities
 - consulting with appropriate persons to access local knowledge of Aboriginal and/or Torres Strait Islander culture
 - planning and implementing supportive environments for all children
 - supporting the implementation of experiences that encourage children to respect all cultures and to celebrate cultural differences
 - embedding examples of diversity and inclusion in daily practice
 - using effective oral communication techniques to liaise between differing cultural contexts and situations.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- cultural competence and diversity as outlined in the approved learning framework relevant to the workplace
- impact of colonisation, historical events and issues on Aboriginal and/or Torres Strait Islander people
- organisational policies and initiatives designed to support participation
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment, including interactions with children and families

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCECE002 Ensure the health and safety of children

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment including volume and frequency requirements.</p>

Application

This unit describes the skills and knowledge to ensure the health and safety of children.

This unit applies to educators working in a variety of education and care services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Support each child's health needs

1.1 Communicate with families about children's health needs

1.2 Maintain confidentiality in relation to children's individual health needs

1.3 Assist others to implement appropriate practices when administering medication

1.4 Check the written authorisation form to administer medication from the parent or guardian

1.5 Check the medication does not exceed the use-by date, is supplied in its original packaging and displays the child's name

1.6 Store medication appropriately

2. Provide opportunities to meet each child's need for sleep, rest and relaxation

2.1 Ensure sleep and rest practices are consistent with approved standards and meet children's individual needs

2.2 Provide appropriate quiet play activities for children who do not sleep or rest

2.3 Respect children's needs for privacy during any toileting and dressing and undressing times

2.4 Ensure children's and families' individual clothing needs and preferences are met, to promote children's comfort, safety and protection within the scope of the service requirements for children's health and safety

2.5 Share information about individual children's rest and sleep with families as appropriate

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Implement effective hygiene and health practices

3.1 Consistently implement hygiene practices that reflect advice from relevant health authorities

3.2 Support children to learn personal hygiene practices

3.3 Implement the service health and hygiene policy and procedures consistently

3.4 Ensure that service cleanliness is consistently maintained

3.5 Observe and respond to signs of illness and injury in children and systematically record and share this information with families

3.6 Consistently implement the service policies for the exclusion of ill children

3.7 Discuss health and hygiene issues with children

4. Supervise children to ensure safety

4.1 Supervise children by ensuring all are in sight or hearing distance at all times

4.2 Adjust levels of supervision depending upon the area of the service and the skill, age mix, dynamics and size of the group of children, and the level of risk involved in activities

4.3 Exchange information about supervision with colleagues to ensure adequate supervision at all times

5. Minimise risks

5.1 Assist in the implementation of safety checks and the monitoring of buildings, equipment and the general environment

5.2 Consistently implement policy and procedures regarding the use and storage and labelling of dangerous products

5.3 Follow service procedures for the safe collection of each child, ensuring they are released to authorised people

5.4 Assist in the supervision of every person who enters the service premises where children are present

5.5 Discuss sun safety with children and implement appropriate measures to protect children from over-exposure to ultraviolet radiation

5.6 Check toys and equipment are safe for children and safe

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

to use in their proposed area

5.7 Remove any hazards immediately or secure the area to prevent children accessing the hazard

6. Contribute to the ongoing management of allergies

6.1 Identify and recognise signs, symptoms and key characteristics of allergies and anaphylaxis

6.2 Apply organisational risk-management strategies for children with severe allergies

6.3 Follow organisational policies and legislative requirements in relation to medication for anaphylaxis

7. Contribute to the ongoing management of asthma

7.1 Identify signs, symptoms and triggers of asthma

7.2 Identify children who have an asthma management plan and follow that plan

7.3 Follow organisational policies and legislative requirements in relation to medication for asthma

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Reading – in order to accurately read and interpret medication packaging and dosage instructions

Numeracy – in order to correctly calculate medication dosages for common measurements including milligrams (mg) and millilitres (ml)

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCECE002 Ensure the health and safety of children

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- consistently supported the health needs of the children in the service, including the following activities:
 - contributing to the provision of a clean and safe environment
 - recognising and responding to signs of illness of children, including signs and symptoms of asthma and anaphylaxis
 - reading and interpreting authorisation forms, medication labels, medical management plans and other relevant medical information
 - developing children's awareness of safety

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

These include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- how to undertake a risk analysis of toys and equipment
- potential hazards to children, including medical conditions
- children's requirements for sleep and rest
- environments that promote rest and sleep including light, noise, temperature and ventilation requirements
- signs, symptoms and key characteristics of allergy/anaphylaxis
- signs, symptoms and key characteristics of asthma
- how to use an adrenalin auto injector for anaphylaxis
- how children's oral health impacts on their general health and well-being, including signs of tooth decay
- safety issues and risk management strategies for children's health and safety in a variety of contexts
- basic home fire safety including high-risk groups, behaviour that contributes to fire injury and fatalities, and smoke alarm placement, installation and maintenance
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Asthma and anaphylaxis aspects of this unit are best assessed in conjunction with *HLTAID004 Provide an emergency first aid response in an education and care setting*

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCECE003 Provide care for children

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment including volume and frequency requirements.</p>

Application

This unit describes the skills and knowledge required to ensure children's physical and emotional wellbeing is maintained and their self-sufficiency is nurtured.

This unit applies to people who work with children in a range of early education and care services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Provide physical care

1.1 Manage toileting accidents in a manner that protects the child's self-esteem and privacy

1.2 Supervise and engage with children eating and drinking

1.3 Meet individual clothing needs and preferences of children and families within scope of service requirements for children's health and safety

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Promote physical activity

- 2.1 Consistently implement movement and physical experiences as part of the program for all children
- 2.2 Participate with children in their physical activity
- 2.3 Promote physical activity through planned and spontaneous experiences appropriate for each child
- 2.4 Encourage each child's level of participation in physical activities according to the child's abilities and their level of comfort with activities
- 2.5 Engage children in outdoor play
- 2.6 Foster children's participation in physical activities
- 2.7 Discuss with children how their bodies work and the importance of physical activity to people's health and wellbeing

3. Adapt facilities to ensure access and participation

- 3.1 Assist in providing challenging elements of outdoor and indoor environments that allow for experiences which scaffold children's learning and development and offer chances for appropriate risk-taking
- 3.2 Promote the sun protection of children to meet the recommendations of relevant recognised authorities
- 3.3 Provide a balance of natural and artificial lighting, good ventilation and fresh air
- 3.4 Organise indoor and outdoor spaces that ensure children are not always dependent on adults to do things for them and are supported to create their own games and experiences
- 3.5 Engage with children in constructing their own play settings/environments and create indoor and outdoor environments that stimulate and reflect children's interests

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

4. Help children with change

4.1 Prepare children for changes in a supportive and timely manner

4.2 Assist in developing meaningful routines, including those to minimise distress at separation of the family and child

4.3 Identify and respond to children's feelings openly, appropriately and with respect

4.4 Encourage children to communicate, listen and treat others with respect

4.5 Encourage opportunities to express feelings and emotions appropriately

5. Settle new arrivals

5.1 Observe families and children for signs of stress/distress on arrival

5.2 Begin interaction with the child while family is still present to minimise abruptness of separation

5.3 Encourage the family to take as much time as needed to have a relaxed, unhurried separation from their child

5.4 Respond to child's distress at separation from the family in a calm reassuring manner

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

- Oral communication – in order to interact calmly and positively with families and children

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCECE003 Provide care for children

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- provided care and responded appropriately to at least three children of varying ages, including:
 - promoting physical activity and encouraging participation
 - engaging children in discussions around physical health and wellbeing
 - adapting the physical environment to ensure challenge and appropriate risk-taking
 - ensuring the smooth transition of new arrivals
 - supporting children through transition and change
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- basic principles of child physical and emotional development
- United Nations Convention on the Rights of the Child
- recommendations for physical activity for birth to 5-year-olds and 5- to 12-year-olds in the National Physical Activity Guidelines for Australians
- impact of changes of routines and environments for children
- sun safety
- relevance of hand hygiene for minimising infectious diseases
- code of ethics
- routines and strategies to minimise distress at separation of parent and child
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCECE004 Promote and provide healthy food and drinks

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment including volume and frequency requirements.</p>

Application

This unit describes the skills and knowledge required to promote healthy eating and ensure that food and drinks provided are nutritious, appropriate for each child and prepared in a safe and hygienic manner.

This unit applies to educators working in a range of education and care services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Promote healthy eating

1.1 Engage children in experiences, conversations and routines that promote relaxed and enjoyable mealtimes and promote healthy lifestyles and good nutrition

1.2 Model, reinforce and implement healthy eating and nutrition practices with children during mealtimes

1.3 Support and guide children to eat healthy food

1.4 Check that children have ready access to water and are offered healthy food and drinks regularly throughout the day

1.5 Assist in ensuring that furniture and utensils are suitable to encourage children to be positively involved in and enjoy mealtimes

2. Plan food and drinks that are nutritious and appropriate for each child

2.1 Within scope of own work, ensure children are provided with food and drink consistent with the guidelines for healthy eating

2.2 Assist in ensuring children's individual needs are consistent with advice provided by families about their child's dietary requirements, likes, dislikes and any cultural or other requirements families have regarding their child's nutrition

2.3 Read and interpret food labels and other information about food contents

2.4 Assist in providing education and support to families around healthy eating

2.5 Assist to develop and display a cycle of written menus detailing the food that is provided to children

ELEMENT

Elements define the essential outcomes.

3. Maintain food safety while carrying out food-handling activities

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3.1 Assist in developing and maintaining food safety procedures according to relevant guidelines

3.2 Within scope of own work role, carry out food-handling, preparation and storage according to service policies and procedures and regulatory requirements.

3.3 Follow food safety procedures when preparing food

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

- Reading – in order to accurately read and interpret food labels and dietary requirements.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Guidelines for healthy eating must include:

- Australian Dietary Guidelines and Infant Feeding Guidelines.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCECE004 Promote and provide healthy food and drinks

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- planned and provided food and drink for children on at least three occasions, including:
 - identifying and responding to requirements related to food allergies, medical conditions and cultural and religious requirements
 - role-modelling healthy eating habits for children
 - ensuring safe handling, preparation and storage of food and drinks
 - creating a positive, relaxed environment during mealtimes
- engaged children by involving them in menu planning and assisting in meal preparation
- read and interpreted food labels to identify ingredients of concern and nutrition content.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- United Nations Convention on the Rights of the Child
- code of ethics
- food allergies, food intolerances, contamination and/or allergic reactions in meal preparation and possible reactions, including anaphylaxis
- infant feeding requirements and guidelines
- recommendations for healthy eating – Dietary Guidelines for Children and Adolescents in Australia and the *Australian Guide to Healthy Eating*, including Get Up and Grow: Healthy Eating and Physical Activity for Early Childhood resources
- implications of poor diet including tooth decay, deficiencies, poor concentration, out of character behaviour
- food-handling requirements, preventing microorganism contamination and/or allergic reactions
- importance of addressing individual dietary needs and preferences with particular reference to specific cultural, religious or health requirements
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCECE005 Provide care for babies and toddlers

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment including volume and frequency requirements.</p>

Application

This unit describes the skills and knowledge required by educators working with babies and toddlers to ensure that the children's physical and emotional wellbeing is maintained.

This unit applies to work with babies and toddlers from birth to 24 months in a range of early education and care contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Promote safe sleep	<p>1.1 Reach agreement with families on how sleep and rest will occur</p> <p>1.2 Check that cots, bedding and equipment meet approved standards</p> <p>1.3 Implement safe sleep practices and explore and implement quality sleeping environments</p> <p>1.4 Ensure bedding is clean, using appropriate hygiene practices</p>
2. Provide positive nappy-changing and toileting experiences	<p>2.1 Change nappies using appropriate hygiene practices</p> <p>2.2 Adapt experiences to meet the individual child's routines</p> <p>2.3 Support children sensitively and positively when they are learning to use the toilet</p> <p>2.4 Work with families to support children's toilet learning</p>
3. Promote quality mealtime environments	<p>3.1 Promote positive mealtime environments that are adapted to meet the individual child's routines and needs</p> <p>3.2 Ensure babies are fed individually</p> <p>3.3 Follow approved standards for safe storage and heating of formula and breast milk and for cleaning equipment and utensils</p> <p>3.4 Assist in providing a supportive environment for mothers to breastfeed</p> <p>3.5 Prepare formula and other food according to recommended food safety standards</p>
4. Create a healthy and safe supporting environment	<p>4.1 Communicate with families daily about the child's intake and experiences with food and drink</p> <p>4.2 Ensure safe areas and encouragement is provided for babies to practise rolling over, sitting, crawling and walking</p> <p>4.3 Supervise closely when babies and toddlers are in situations that present a higher risk of injury</p> <p>4.4 Ensure babies and toddlers can safely explore their</p>

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

environment with their hands, mouths and bodies

4.5 Keep up-to-date with children's immunisation status and recommended immunisation schedule

5. Develop relationships with babies and toddlers

5.1 Provide predictable personal care routines that are rich and enjoyable

5.2 Respond to babies and toddlers when they practise language by repeating words, sounds and gestures that children use

5.3 Describe objects or events and talk about routine activities with babies and toddlers

5.4 Initiate one-to-one interactions with babies and toddlers during daily routines and add to interactions initiated by babies and toddlers

5.5 Use a favourite toy or comfort item brought from home to assist babies and toddlers

5.6 Provide babies and toddlers with many opportunities to experience relaxed and physical contact

5.7 Respond positively to babies' and toddlers' exploratory behaviour

5.8 Closely monitor babies and toddlers for signs of hunger, distress, pain and tiredness, and provide physical comfort as appropriate

6. Develop relationships with families

6.1 Gather information from the family to assist in the transition from home to care

6.2 Assist in the transition from home to care

6.3 Communicate daily with families about their child

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCECE005 Provide care for babies and toddlers

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- provided care to at least different three babies and toddlers of varying ages using safe and hygienic practices, including:
 - assessing and responding appropriately to babies' needs, including hunger, distress, tiredness and pain
 - setting up a safe environment conducive to rest
 - changing nappies
 - heating breast milk and formula, preparing bottles and preparing and heating food
 - cleaning equipment and utensils
 - feeding babies
- developed a nurturing and securely attached relationship with at least three different babies and toddlers of varying ages, including:
 - settling new babies and toddlers through observing, monitoring and appropriately interacting with them and their caregivers
 - engaging in one-to-one interactions with babies and toddlers during daily routines
- supported the learning of at least three different babies and toddlers of varying ages, including:
 - responding appropriately to babies' and toddlers' cues and language
 - initiating and modelling language with babies and toddlers
 - providing stimulating environments that support skill development
 - modifying the environment and interactions to support babies/toddlers changing requirements
 - encouraging their attempts to gain new skills
 - providing opportunities to develop self- knowledge and awareness
 - contributing to their emotional and psychological well-being
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- individual patterns and routines of babies and toddlers
- appropriate interactions with babies and toddlers, including:
 - individual differences of babies' and toddlers' needs for rest, and sleep/rest patterns
 - signs of stress, distress or pain in babies and toddlers
 - social development of babies and toddlers
- dietary requirements and nutritional needs of babies and toddlers
- food safety guidelines
- recommendations for oral health, including restricting bottles meal times only
- guidelines for infection control
- safe and unsafe practices for working with babies
- different practices and routines used by various families and their underlying cultural or personal rationale
- emotional, physical and language development of babies and toddlers
- attachment theory
- Sudden Infant Death Syndrome
- United Nations Convention on the Rights of the Child
- brain development in babies and toddlers
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessment must involve:

- interactions with actual babies and toddlers under the age of 24 months under the supervision of an early childhood educator.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCECE006 Support behaviour of children and young people

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge to apply strategies to guide responsible behaviour of children and young people in a safe and supportive environment.

The unit applies to workers in a range of community service contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

- | | |
|--|--|
| 1. Contribute to a safe and supportive environment | <p>1.1 Use safe, supportive and equitable practices appropriate to the development stage and needs of the child and/or young person</p> <p>1.2 Recognise any developmental challenges or mental health issues of child or young person that may have potential impacts on behaviour</p> <p>1.3 Identify contributing environmental factors</p> |
|--|--|

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Use positive support techniques

2.1 Establish expectations for behaviour in consultation with supervisor and in line with work role

2.2 Provide instructions in a manner appropriate to the child or young person's needs and context of the work environment and activity

2.3 Use positive reinforcement and clear verbal and non-verbal communication strategies to acknowledge responsible behaviour

2.4 Employ appropriate strategies to redirect behaviour and defuse situations

3. Observe and collect data to assist with development of appropriate strategies for support

3.1 Collect data and record observations as a basis for gaining understanding of the child/young person's behaviour

3.2 Use data to demonstrate the frequency, intensity and duration of behaviours requiring support

4. Implement strategies to support children or young people who require additional support

4.1 Implement strategies to support child or young person with guidance from supervisor or as designed by a specialist

4.2 Identify areas of concern for discussion with supervisor

4.3 Contribute effectively to implementation of personalised support plans

5. Monitor and review strategies

5.1 Monitor new strategies and record responses of child or young person in accordance with organisational policy and procedures

5.2 Adapt levels of support required and provided, based on need and response of child or young person, after consultation with supervisor

5.3 Document observations and offer feedback to supervisor as additional support

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCECE006 Support behaviour of children and young people

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- communicated issues to a supervisor and negotiated solutions in a clear and appropriate manner at least twice
- guided behaviour using positive support techniques with at least two children and/or young people
- discussed behaviours of children and/or young people to plan and problem-solve in collaboration with others
- recorded observations and identified behaviours requiring support of children and/or young people using a range of methods
- used judgement to determine when to involve other staff for supported intervention.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- definitions of and differences between disruptive behaviour and behaviours of concern
- how learning difficulties or mental health issues may affect behaviour
- impacts of environment and culture on behaviour of children and/or young people
- communicative function of behaviour and positive support strategies to redirect behaviour and defuse situations
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCECE007 Develop positive and respectful relationships with children

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment including volume and frequency requirements.</p>

Application

This unit describes the skills and knowledge required by educators working with children to ensure they can develop and maintain effective relationships and promote positive behaviour.

This unit applies to educators who work with children in a range of education and care service settings.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Communicate positively with children

1.1 Respond sensitively and appropriately to all children's efforts to communicate

1.2 Engage in sustained conversations with individual children about things that interest the child

1.3 Consistently respond positively to all children who require attention

1.4 Sit and talk with children at mealtimes and help create a relaxed and unhurried routine

2. Interact positively with children

2.1 Participate in children's play and using children's cues to guide the level and type of involvement

2.2 Respond positively and respectfully to children's comments, questions and requests for assistance

2.3 Role-model positive interactions with others

2.4 Encourage children to share their stories and ideas

3. Support and respect children

3.1 Assist to create an environment that reflects the lives of the children, their families and the local community

3.2 Support implementation of practices and routines that honour children, their family and the community context

3.3 Show genuine interest in, understanding of and respect for all children

3.4 Comfort children who cry or show signs of distress

3.5 Respond positively to the varying abilities and confidence of all children

3.6 Acknowledge children's efforts and achievements

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

4. Maintain the dignity and rights of children

4.1 Assist in organising spaces, resources and routines to minimise times when children are likely to experience stress or frustration

4.2 Allow children to make choices and to experience natural consequences of these where there is no risk of physical or emotional harm to the child or another being

4.3 Monitor and respond to children's play and support interactions where there is conflict

4.4 Acknowledge children when they make positive choices in managing their own behaviour

4.5 Use positive language, gestures, facial expressions and tone of voice when redirecting or discussing children's behaviour with them

4.6 Be gentle, calm and reassuring even when children strongly express distress, frustration or anger

4.7 Consistently guide all children's behaviour in ways that are focused on supporting children to develop skills to self-regulate and preserve and promote children's self-esteem

4.8 Involve children in developing limits and consequences for inappropriate behaviours

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

- Oral communication – in order to engage in sustained conversations with children.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCECE007 Develop positive and respectful relationships with children

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- communicated positively and respectfully and interacted effectively with at least three children, including:
 - active listening
 - consideration of a child's age, activities, interests, culture and needs
 - interpreting non-verbal cues of children
 - responding to distress in ways that meets the child's need
 - communication of care and respect through all interactions
- assessed and responded appropriately to behaviours of concern
- encouraged children to respect similarities and differences between each other
- involved and encouraged children in decision-making and planning
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- effective communication techniques including verbal and non-verbal ways to show respect
- techniques to guide children's behaviour
- United Nations Convention on the Rights of the Child
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCECE009 Use an approved learning framework to guide practice

Modification History

Release	Comments
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.

Application

This unit describes the skills and knowledge required to enable educators to provide children with opportunities to maximise their potential and develop a foundation for future success.

This unit applies to educators working in a range of education and care services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Identify learning frameworks

1.1 Investigate different approved learning frameworks and identify the framework relevant to the service

1.2 Recognise differences between the relevant framework and other approved frameworks

1.3 Clarify the relevance of the framework with educators and others to identify its relationship to other aspects of relevant law and regulations

2. Apply the learning framework

2.1 Investigate how the framework is applied to support children's learning

2.2 Explore and develop an understanding of the principles and practices of the relevant framework

2.3 Work in collaboration with others to apply the principles and practices of the learning framework to all aspects of the educator role

2.4 Work in collaboration with others to implement framework learning outcomes

2.5 Reflect on own practices in the workplace and discuss with supervisor

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

- *Reading* – in order to interpret and apply relevant approved learning frameworks in the context of own work role.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

The learning framework used must be one listed in the Education and Care Services National Regulations.

Unit Mapping Information

This version was released in *CHC Health Training Package release 1.0* and meets the requirements of the New Standards for Training Packages.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCECE009 Use an approved learning framework to guide practice

Modification History

Release	Comments
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- worked collaboratively with at least one other educator to implement an approved learning framework within an approved education and care service, including:
 - investigating and documenting at least two examples of how the learning framework is demonstrated in the service
 - researching and documenting at least one example of how each principle of the learning framework is reflected in the service
 - working closely with others and under supervision to help implement the framework
 - reflecting on and discussing practice with supervisor and others
 - investigated and documented their own involvement in at least three examples of pedagogical practices in the service.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
 - Belonging, Being and Becoming: The Early Years Learning Framework for Australia
 - My Time, My Place: Framework for School Age Care in Australia
 - the relevant approved learning framework used in the service if different from those above
- how to navigate through framework documents to find areas relevant to this unit of competency
- United Nations Convention on the Rights of the Child
- key participants in the implementation of the relevant approved learning framework
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCECE010 Support the holistic development of children in early childhood

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment including volume and frequency requirements.</p>

Application

This unit describes the skills and knowledge to support and recognise the interrelationship between the physical, social, emotional, cognitive and communication development of children from birth to 6 years of age.

This unit applies to educators working in a range of early childhood education and care services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

Elements define the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Support physical development

1.1 Use daily routines as opportunities to support children to acquire and practise skills

1.2 Assist in selecting and arranging equipment that will develop fine and gross motor skills, and to challenge and encourage choice and spontaneity in physically active play

1.3 Help to create opportunities to support the emerging physical skills of individual children

1.4 Support children to take increasing responsibility for their own health and wellbeing

2. Support social development

2.1 Support children to understand and accept responsibility for their own actions appropriate to their level of understanding

2.2 Create opportunities for one-on-one interactions

2.3 Model care, empathy and respect for children, educators and families

2.4 Join in play and social experiences with other children

2.5 Assist and support children when they are having difficulty understanding or communicating with each other

2.6 Model language that children can use to express ideas, negotiate roles and collaborate to achieve goals

2.7 Assist children to develop trusting relationships with educators and other adults

2.8 Encourage children to respect and regard each other's individual differences

2.9 Offer children play choices and respect children's choice to watch and observe

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Support emotional development

- 3.1 Provide children with a range of strategies to make informed choices about their behaviours appropriate to their level of understanding
- 3.2 Ensure children experience pride and confidence in their achievements
- 3.3 Provide acknowledgement and support if a child experiences frustration, and encourage children to see mistakes as an opportunity to learn
- 3.4 Encourage children to express and manage feelings appropriately
- 3.5 Support children's efforts, assisting and encouraging as appropriate
- 3.6 Motivate and encourage children to persevere with challenges
- 3.7 Share children's successes with families

4. Support cognitive development

- 4.1 Intentionally scaffold children's learning
- 4.2 Provide children with a range of materials, resources, technologies and experiences to explore and problem-solve to stimulate cognitive development
- 4.3 Provide experiences that allow children to explore a range of concepts

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

5. Support communication development

- 5.1 Value the child's linguistic heritage and encourage the use and acquisition of home languages
- 5.2 Select, read and tell developmentally appropriate stories
- 5.3 Use puppets and other props to stimulate children's enjoyment of language and literature
- 5.4 Model and encourage two-way communication through questions and careful listening
- 5.5 Encourage children to explore symbols, patterns and their relationships
- 5.6 Draw children's attention to symbols and patterns in their environment and talk about patterns and relationships, including the relationship between letters and sounds
- 5.7 Create opportunities for group discussions and exchange of views between children
- 5.8 Ask and answer questions during the reading and discussion of books or other text
- 5.9 Model language and encourage children to express themselves through language in a range of contexts and for a range of purposes

6. Create an environment for holistic learning and development

- 6.1 Support and initiate inquiry processes, try new ideas and take on challenges
- 6.2 Provide resources and materials that offer challenge, intrigue and surprise
- 6.3 Assist to promote children's sense of belonging and connectedness
- 6.4 Engage children in sustained shared conversations to extend their thinking
- 6.5 Provide the opportunity for scaffolding learning and development
- 6.6 Assist children to see their mistakes as opportunities to learn and grow
- 6.7 Facilitate families' diverse contributions to the learning community
- 6.8 Share information with colleagues about child development and wellbeing

ELEMENT

Elements define the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCECE010 Support the holistic development of children in early childhood

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- supported the development of children in at least three different situations/activities (including different age groups and abilities), including:
 - interacting with children to holistically support development and learning appropriate to the child's abilities and age
 - providing a variety of experiences and environments to support the different areas of children's development (including a combination of physical, creative, social, emotional, language and cognitive)
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- code of ethics
- United Nations Convention on the Rights of the Child
- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- and how to navigate through framework and standards documents to find areas relevant to this unit of competency
- introductory-level child development for children, including:
 - early brain development
 - importance of the early years for subsequent educational success
 - foundational knowledge of developmental theory
- aspects of poor early childhood development, such as:
 - poor diet
 - lack of play
 - limited stimulation of brain development
 - lack of materials and resources
 - inconsistent or non-existent emotional support or comfort
 - trauma
 - other life experiences which interrupt appropriate childhood activities, and their potential long-term harmful impacts
- biological and environmental influences on development
- symbol systems including letters, numbers, time, money and musical notation.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCECE011 Provide experiences to support children's play and learning

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment including volume and frequency requirements.</p>

Application

This unit describes the skills and knowledge required to support children's play and learning.

This unit applies to educators working in a range of education and care services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Create an environment for play

1.1 Assist in the provision of areas, resources and materials for different kinds of play

1.2 Set up a safe environment that is non-threatening, challenging, stimulating and promotes a sense of belonging

1.3 Assist in the provision of unhurried opportunities for both group and individual play activities and experiences indoors and outdoors

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Support children's play and learning

2.1 Engage children in discussion (as appropriate) of their play and learning

2.2 Use routines to undertake intentional teaching and seek opportunities for spontaneous learning

2.3 Use experiences, resources and materials flexibly to meet children's individual preferences and to prompt extensions of play

2.4 Assist children to participate in a variety of experiences and to choose those which support their competency and confidence

2.5 Demonstrate respect for children's choice not to participate and encourage participation where an experience is new or unknown

3. Facilitate children's play, learning and physical activity

3.1 Follow child's lead in play and participate when invited

3.2 Initiate play and invite the child to participate

3.3 Interact with children showing enthusiasm, playfulness and enjoyment

3.4 Respond to children's reactions to play environments to ensure each child remains interested, challenged but not frustrated

3.5 Establish routine with children so as to support them in remaining safe

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCECE011 Provide experiences to support children's play and learning

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- set up a safe environment on at least three occasions (including at least one indoor and one outdoor), including:
 - demonstrating effective selection and placement of equipment and resources, with consideration for safety of the children
 - guiding and facilitating individual children's play and learning experiences, including allowing for children to make decisions
 - creating an environment that allows for individual and collaborative experiences
 - providing a range of experiences to stimulate children and aid learning, including those that allow exploration of natural materials, environments and experiences.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- relevance of the approved framework to pedagogical practices
- play and learning experiences, associated resources and materials relevant to the interests and abilities of children
- role of play in learning
- theories that pertain to play
- reflective practice
- United Nations Convention of the Rights of the Child
- organisational standards, policies and procedures
- safety measures available to minimise risks for children and others.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCECE012 Support children to connect with their world

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to support and encourage children's connection with their environment.

This unit applies to educators working in a range of education and care services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Support children to develop an understanding and respect for the natural environment

1.1 Use opportunities to discuss with children the natural environment and the interdependence between people, plants, animals and the land

1.2 Role-model respect, care and appreciation for both natural and constructed environments

1.3 Assist in providing children with a wide range of natural and recycled materials in their environments both indoor and outdoor

1.4 Providing children with information and access to resources about the environment and the impact of human activities on environments

1.5 Assist in creating spaces that promote the development of life skills, in areas including growing and preparing food, waste reduction and recycling

2. Identify areas for change

2.1 Identify aspects of sustainability in the service

2.2 Recognise opportunities for changes to current practices and principles to ensure they are sustainable

2.3 Develop and implement strategies to address these areas of sustainable change in consultation with supervisor

2.4 Evaluate strategies in consultation with supervisor

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Support others in implementing sustainable practices

3.1 Encourage children to participate in discussions and learning experiences about sustainable practices

3.2 Encourage adults and children to participate in the sustainable practices of the service

3.3 Identify and encourage opportunities for families and community to be involved

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCECE012 Support children to connect with their world

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- supported practices that encourage children to connect to their environment on at least three occasions, including:
 - providing children with a wide range of natural and recycled materials
- identified and supported workplace procedures to enhance environmental sustainability, including:
 - identifying changes to cleaning and maintenance equipment and associated resources
 - identifying changes to practices and systems
- supported children and other adults to become environmentally responsible and show respect for the environment by:
 - facilitating sustainable practices discussions
 - modelling sustainable behaviours.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- context and application of sustainable development and sustainability within an education and care service children's services environment
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCECE013 Use information about children to inform practice

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

Application

This unit describes the skills and knowledge required to gather information about children through observation and other sources as a basis to inform program-planning cycles and to share with children and their families.

This unit applies to educators working in a range of education and care services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance required to demonstrate achievement of the element.

1. Gather information about the child through observation

- 1.1 Observe, listen and talk with children for sustained periods of time
- 1.2 Pay close attention to what the child is saying and doing
- 1.3 Identify their interests, ideas, knowledge and skills

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance required to demonstrate achievement of the element.

2. Gather information about the child from secondary sources

2.1 Use child records to collect information about each child

2.2 Collaborate with family and other educators to collect information about each child's needs, interests, skills and cultural practices

3. Record observations appropriately

3.1 Ensure information collected through observation and secondary sources is discussed with relevant people and recorded accurately in accordance with service requirements

3.2 Ensure discussion and recording of information is free from biased comments and negative labelling of children

4. Use observations and information collected to contribute to program planning

4.1 Use information gathered about the child to contribute to the planning of programs that promote children's learning and development

4.2 Use information gathered about the child to ensure interactions are responsive and respectful of the individual child

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCECE013 Use information about children to inform practice

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- observed, documented and analysed information regarding at least three children of varying ages, including:
 - gathering and recording information using:
 - observations
 - questioning
 - discussion with families
 - anecdotal information
 - learning stories
 - jottings
 - digital images
 - samples of children's work
 - analysing observations of the children's behaviour, including:
 - aspects of child's development
 - knowledge, ideas, abilities and interests
 - social interactions
 - reactions to play environment
 - writing reports that record observations accurately and respectfully to the level of detail expected in the service
 - using information to contribute to program/planning.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through standards and framework documents to find areas relevant to this unit of competency
- United Nations Convention on the Rights of the Child
- code of ethics
- reflective practice
- child development, in order to analyse information and plan accordingly
- observation techniques
- report-writing standards and protocols relevant to the context of observation reports
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care
- observation-recording tools.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCECE014 Comply with family day care administration requirements

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to comply with the administrative tasks established for family day care operations.

This unit applies to educators working in a family day care context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Perform administration activities in line with legislative and organisational requirements

- 1.1 Identify administration practices and requirements of the coordination unit
- 1.2 Follow organisational processes to update coordination unit regarding changes to families' contact details and care requirements
- 1.3 Provide administrative, policy and procedural information to parents in line with organisational requirements
- 1.4 Communicate leave arrangements to families, including alternative care arrangements
- 1.5 Monitor the number of children in care in line with legislative limits
- 1.6 Maintain records in a secure and confidential manner

2. Record required information using appropriate forms

- 2.1 Correctly use receipts and timesheets
- 2.2 Clearly and accurately communicate service costs, availability and care arrangements for families in line with legislative requirements
- 2.3 Accurately complete attendance records and practices for arrival and departure of a child
- 2.4 Accurately record information by using standard forms to record all contact details, parent/carer consents, emergency information, child health and other required documentation

3. Follow organisational requirements for taxation and insurance

- 3.1 Keep receipts and record details to meet audit and taxation requirements
- 3.2 Plan a schedule to ensure timely taxation payments
- 3.3 Provide details of insurance coverage required for the home-based child care business as defined by legislation and regulations

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

- *Reading* – in order to interpret and apply applicable legislative and regulatory requirements relevant to operating a family day care service
- *Numeracy* – in order to plan and perform basic business calculations

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCECE014 Comply with family day care administration requirements

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- collected and recorded accurate information about at least three children
- maintained a schedule of taxation requirements, tax records and receipts
- prepared and used attendance lists, emergency contact forms, permission forms and timesheets on at least three separate occasions.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- rules for administration of family fee subsidies including taxation requirements
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a family day care context within a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.
-

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCECE015 Attend to daily functions in home based child care

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to work with families to plan and attend to the daily functions as a home-based care provider.

This unit applies to those providing home-based care for children and may include the contexts of nanny, governess, home tutor or home help.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Clarify and plan for daily functions related to the provision of care

1.1 Gather information from primary carer/s about the home-based care to be provided

1.2 Work in consultation with families about the expectations and limitations of the home-based care role

1.3 Identify specific needs of children and plan to accommodate these needs in collaboration with primary carer/s

1.4 Formalise and present to primary carer/s a plan for attending to daily care functions

1.5 Clarify with primary carer/s the processes for which concerns about care provisions or plans can be reviewed and/or renegotiated

2. Attend to agreed daily functions of home-based care

2.1 Attend to developmental needs of children within scope of home-based care practice and standards

2.2 Ensure health and safety of children in provision of all home-based care

2.3 Follow agreed processes, policies or standards for reporting health and safety concerns of children in home-based care

2.4 Develop and implement strategies that support the family's cultural, spiritual and value base when caring for the child

2.5 Respect and ensure confidentiality of family information accessed as part of job role and within provisions of legislation and duty of care

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Respond to unexpected changes in home-based care

3.1 Work in consultation with primary carer/s about provision for unforeseen circumstances that may occur in home-based care

3.2 Discuss, clarify and document changes to expected daily tasks, to address unexpected circumstances and ensure best possible outcomes for the child

3.3 Communicate inability to attend to daily functions to child's primary carer/s to provide opportunity for alternative arrangements

3.4 Communicate promptly to primary carer/s any emergency situations relating to changes to home-based care arrangements

4. Review daily care functions

4.1 Conduct a daily review of intended care functions and make variations according to the needs of the child and in consultation with the primary carer/s

4.2 Modify home-based care experiences to incorporate information gained from regular consultations with primary carer/s

4.3 Communicate regularly with primary carer/s about relevant issues or needs of children in home-based care environment

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCECE015 Attend to daily functions in home based child care

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- engaged in discussion with at least two carers/families about care requirements, including:
 - discussing expectations and limitations of service with carer/family
 - collaborating with carer/family to identify child's needs and developed a plan for attending to daily care functions
 - strategies to support families' values when caring for the child
- provided care to at least two children of varying ages
- demonstrated appropriate response to unexpected circumstances, including:
 - communicating with carer/family
 - documenting changes
 - advising on alternative arrangements
- reviewed at least one program in consultation with carer/family and made variations to program as required

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- developmental stages of babies and children
- family values and beliefs
- legislation and regulations relevant to the home-based care environment, including:
 - behaviour support procedures
 - confidentiality
 - insurances
 - obligations under child protection legislation
 - organisational policies and procedures
 - work health and safety regulations
- safety issues and risk management strategies for children's health and safety in a variety of contexts, including:
 - allergies and related medications
 - appropriate meal preparation and provisions based on national guidelines for nutrition of children and adolescents
 - basic home fire safety including high-risk groups, behaviour that contributes to fire injury and fatalities, and smoke alarm placement, installation and maintenance
 - contingency management processes
 - excursions and travel situations
 - outdoor and indoor play areas.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCECE016 Establish and maintain a safe and healthy environment for children

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

Application

The unit describes the skills and knowledge to establish and maintain a safe and healthy environment for children.

This unit applies to educators working in a range of education and care services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Support each child's health needs

1.1 Discuss individual children's health requirements and routines with families at enrolment and then on a regular basis

1.2 Ensure that any concerns or questions about a child's health needs are conveyed to their family

1.3 Consult with relevant authorities to ensure that health information is current

1.4 Ensure that individual medical management plans for children with a specific health care need are in place and readily available at the service

2. Provide for each child's comfort

2.1 Ensure that groupings of children are configured to provide for each child's comfort and to minimise the risk of overcrowding

2.2 Make sure physical spaces are available for children to engage in rest and quiet activities

2.3 Offer a range of active and restful experiences to children and support them to make appropriate decisions regarding participation

3. Promote and implement effective hygiene practices

3.1 Ensure that the service accesses information on current hygiene practices

3.2 Maintain written procedures and schedules to ensure a regular regime of washing children's toys and equipment

3.3 Provide families with information and support that helps them to follow the service's hygiene procedures

3.4 Ensure that information about correct hand washing procedures are displayed in relevant areas of the service

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

4. Take steps to control the spread of infectious diseases

4.1 Configure groupings of children to minimise the risk of illness and injuries

4.2 Source information about recognised health and safety guidelines

4.3 Ensure that service procedures are followed, in relation to notifying families of illness or injuries that affect children while in education and care

4.4 Advise families and public health authorities where necessary of cases of infectious diseases at the service and provide them with relevant information

4.5 Ensure current records of children's immunisation status are up-to-date and a procedure is in place to maintain the currency

4.6 Provide information to families and educators about child and adult immunisation recommendations

5. Ensure adequate supervision of children

5.1 Arrange equipment, furniture and activities to ensure effective supervision while also allowing children to access private and quiet spaces

5.2 Ensure new or relief educators are informed of supervision arrangements and of what they are required to do in relation to supervising children

5.3 Undertake a risk assessment for each excursion including implications for supervision

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

6. Take precaution to protect children from harm

6.1 Ensure safety checks are consistently implemented and action is taken as a result of the checks

6.2 Check risk minimisation plans are in place for children enrolled at the service who have a specific health care need, allergy or relevant medical condition

6.3 Ensure simple warning signs are located where potentially dangerous products are stored

6.4 Confirm safety of any drinks, food and cooking utensils and appliances used as part of the program

6.5 Ensure that basic training and testing on how to move and fit car seats, restraints and booster seats (applicable to the age of relevant child) is available to all educators

6.6 Keep records of pest/vermin inspections and/or eradications

6.7 Develop and maintain a written process for monitoring who enters and leaves the premises at all times

6.8 Provide detailed information to families regarding any excursion being undertaken

7. Develop plans to effectively manage incidents and emergencies

7.1 Ensure emergency procedures are displayed prominently throughout the premises

7.2 Make certain that all educators have ready access to a phone or similar means of communication

7.3 Ensure emergency numbers are located near telephones

7.4 Communicate information to families about the service's emergency procedures and incident management plans

7.5 Discuss and practise emergency drills with children, educators and any other people on the premises

7.6 Ensure that emergency equipment is available and tested and staff are trained in the use of it

7.7 Maintain a portable record of children's emergency contacts in case of emergencies

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

- *Reading* - in order to interpret and apply relevant legislative and regulatory requirements, including National Quality Standards, required for ensuring safety in a service.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCECE016 Establish and maintain a safe and healthy environment for children

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- established and maintained an environment that is safe and healthy for children in at least once service, including:
 - communicating hazards and safety issues to appropriate persons within the service
 - coordinating emergency responses including evacuation plans
 - planning and coordinating supervision of children
 - promoting and monitoring safety practices, including administration of medicines and safe handling of food
 - coordinating appropriate procedures for handling infections and illnesses, including communicating with families
 - enacting strategies to support children to take increasing responsibility for their own health and physical wellbeing.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- common childhood illnesses and appropriate responses
- strategies for minimising risk
- notifiable diseases
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care
- evacuation plans
- health and safety procedures and policies, including food-handling, travel and medication administration.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCECE017 Foster the holistic development and wellbeing of the child in early childhood

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Combination of content from CHCFC502A, CHCFC503A, CHCFC504A, CHCFC505A and CHCFC506A. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.</p>

Application

This unit describes the skills and knowledge required to foster and enhance the holistic development and wellbeing of children from birth to 6 years of age.

The unit applies to educators working in a range early education and care service settings.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

Elements define the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Foster physical development

1.1 Assess and monitor children's physical skills and development

1.2 Plan and provide appropriate experiences and opportunities to foster each child's fine and gross motor skills, and fundamental movement skills through play

1.3 Plan and provide experiences which challenge the physical skills and abilities of children and promote physical fitness

2. Foster social development

2.1 Assess and monitor children's social skills and development

2.2 Plan and provide opportunities for different forms of social interaction between children during play with respect for each child's interests, goals and development stage

2.3 Create opportunities for children to participate in meaningful ways in group discussions and shared decision-making

2.4 Structure experiences in a way that promotes cooperation and conflict resolution

2.5 Promote a sense of community within the service

2.6 Arrange the environment to encourage interactions between children as well as accommodating a child's need for privacy, solitude or quiet

2.7 Provide opportunities for children to investigate ethical issues relevant to their lives and their communities

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Foster emotional development

3.1 Assess and monitor children's emotional development

3.2 Create opportunities for children to experience individual strengths and successes during play

3.3 Plan and provide opportunities through play that challenge children's emerging skills and capabilities

3.4 Provide opportunities for children to engage independently with tasks

3.5 Create opportunities for children to explore self-image and identity through play

3.6 Provide opportunities for children to release feelings and express emotions through suitable experiences

4. Foster cognitive development

4.1 Assess and monitor children's cognitive skills and development

4.2 Engineer and provide opportunities for children to participate in science, mathematics and technology experiences

4.3 Plan and provide opportunities through play for children to experience the consequences of their choices, actions and ideas

4.4 Create learning environments with appropriate levels of challenge where children are encouraged to explore, experiment and take appropriate risks in their learning

4.5 Build opportunities for involvement in experiences that support the investigation of ideas, complex concepts and thinking, reasoning and hypothesising

4.6 Provide opportunities through play for children to explore concept development

4.7 Make opportunities for children to both construct and take apart, as a strategy for learning

4.8 Provide children with a wide range of everyday materials that they can use to create patterns and to sort, categorise, order and compare

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

5. Foster communication development

- 5.1 Assess and monitor children's language skills and development
- 5.2 Plan and provide developmentally appropriate experiences and opportunities to foster language and literacy development through play
- 5.3 Create opportunities for children to listen and respond to language
- 5.4 Value the child's linguistic heritage and encourage the use and acquisition of home languages
- 5.5 Provide opportunities for children to engage with familiar and unfamiliar culturally constructed text
- 5.6 Create a literacy-enriched environment including displaying home languages and Standard Australian English
- 5.7 Provide resources that encourage children to experiment with images and print

6. Foster an environment for holistic learning and development

- 6.1 Support and initiate inquiry processes, try new ideas and take on challenges
- 6.2 Provide resources and materials that offer challenge, intrigue and surprise
- 6.3 Assist to promote children's sense of belonging and connectedness
- 6.4 Engage children in sustained shared conversations to extend their thinking
- 6.5 Provide the opportunity for scaffolding learning and development
- 6.6 Assist children to see their mistakes as opportunities to learn and grow
- 6.7 Facilitate families' diverse contributions to the learning community
- 6.8 Share information with colleagues about child development and wellbeing
- 6.9 Create learning environments where children are able to immerse themselves in self-directed play
- 6.10 Recognise spontaneous teachable moments as they occur and use them to build on children's learning

ELEMENT

Elements define the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

- 6.11 Ensure a balance between child-initiated and educator-supported learning
- 6.12 Provide learning environments with appropriate levels of challenge where children are encouraged to explore, experiment and take risks in their learning
- 6.13 Facilitate team collaboration of assessments and evaluation in relation to child development and wellbeing

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

- *Oral Communication* – in order to facilitate collaborative discussions with children, families and other educators.
- *Reading* – in order to access and apply relevant pedagogical principles from an approved learning framework.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCECE017 Foster the holistic development and wellbeing of the child in early childhood

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Combination of content from CHCFC502A, CHCFC503A, CHCFC504A, CHCFC505A and CHCFC506A. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- planned and provided at least three opportunities for children of varying ages to develop in a range of areas, including:
 - facilitating and supporting emotional and psychological development in children
 - encouraging self-help and independence of children
 - planning opportunities to foster children's positive self-concept and self-esteem
 - providing a positive and safe environment to encourage children to express thoughts, feelings and ideas
- performed the activities outlined in the performance criteria of this unit during a period of at least 240 hours of work in at least one regulated education and care service.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- relevant aspects of theories of children's emotional and psychological development as they apply to the educator's role
- links between social, physical, psychological and cognitive development
- in-depth knowledge of a range of developmental theories for children between birth and 5 years of age
- contextual factors which influence the children's emotional and psychological development
- factors which enhance the development of self-esteem and self-identity
- core principles of child development and associated developmental tasks
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCECE018 Nurture creativity in children

Modification History

Release	Comments
Release 1.1	Minor changes to formatting to improve readability. Correction of errors.
Release 1.0	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. Combination of content from CHCFC507A and CHCFC508A. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to nurture creativity in children.

The unit applies to educators who work with children in a variety of education and care services.

No licensing, legislation or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Foster creativity through the physical environment

1.1 Select and promote the use of a range of open-ended, natural and found materials and make them available to children

1.2 Choose and promote the use of a range of materials to encourage creative expression and make them accessible to children

1.3 Introduce children to a range of examples of creative expression in art, architecture, inventions, music and dance, and promote the use of creative expression

2. Foster creativity through the human environment

2.1 Support children to feel a sense of ownership and responsibility for equipment and materials

2.2 Role-model creativity by improvising with equipment and materials

2.3 Encourage children to pursue their own original ideas, interpretations and expressions

2.4 Invite children to ask questions and assist them to find their own answers

2.5 Engage children in talking about their creations and ask them open-ended questions

2.6 Share enthusiasm for creative work with children

2.7 Encourage children to respect and appreciate the creative effort of their peers

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Foster creativity through a learning framework

3.1 Allow time for children to be creative and encourage efforts to extend over days or weeks

3.2 Teach children techniques when using materials and equipment

3.3 Plan and create opportunities for children to collaborate creatively with each other

3.4 Involve children in critical reflection and solving real problems

3.5 Display children's work in meaningful ways

3.6 Design a flexible framework that can respond to children's interests as they arise

4. Provide experiences

4.1 Identify and provide a range of experiences used to nurture creativity

4.2 Provide opportunities for children to practise developing skills in music, movement, construction, visual art and dramatic play in both indoor and outdoor environments

5. Evaluate experiences

5.1 Use a range of methods to evaluate children's learning from the implemented creative experiences

5.2 Reflect on the evaluations and make ongoing modifications to the curriculum to stimulate interest and involvement in creative activities

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

- *Oral Communication* – in order to facilitate creative discussions and play with children aged birth to 6 years.
- *Reading* – in order to access and apply relevant pedagogical principles from an approved learning framework.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

The range of experiences used to nurture creatively must include:

- music
- movement
- construction
- visual art
- dramatic play

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCECE018 Nurture creativity in children

Modification History

Release	Comments
Release 1.1	Minor changes to formatting to improve readability. Correction of errors.
Release 1.0	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Combination of content from CHCFC507A and CHCFC508A. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- planned and provided at least three programs or active learning environments that foster creativity in for children of varying ages, including:
 - creative experiences initiated by children
 - dramatic and imaginative play opportunities
 - creative approaches to routines
 - opportunities for each child to develop self-expression and skills
- facilitated the active participation of at least three children of varying ages through encouragement, appropriate interactions and communications

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- stages of children's development, in planning and delivering a range of appropriate activities to stimulate an interest and love of learning in children
- music, movement, construction, visual art and dramatic play sufficient to engage children and assist them to implement their ideas
- aesthetic, safe, interesting, challenging environments to encourage curiosity, experimentation, active learning, literacy and choice
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCECE019 Facilitate compliance in an education and care service

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

Application

This unit describes the skills and knowledge required to facilitate legislative, regulatory and National Quality Framework compliance within an education and care service.

This unit applies to educators working in a range of education and care services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

Elements define the essential outcomes.

1. Interpret the National Quality Framework

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

- 1.1 Analyse the components of the National Quality Framework (NQF) and their relevance to the service
- 1.2 Seek advice from a higher authority if clarification is required on interpretation of any aspect of the Framework
- 1.3 Confirm staff understanding of the NQF and other legislation and regulations relevant to the service
- 1.4 Clarify details and requirements of the assessment and rating process and share information with all staff in the service

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Facilitate an organisation self-assessment

2.1 Determine ways to collect information from staff, children, families and the community to inform self-assessment on a regular ongoing basis

2.2 Share ideas with colleagues and involve them in the collection of information to inform the self-assessment

2.3 Record the information collected during the self-assessment process against the standards and elements in the NQF

2.4 Ensure the self-assessment is available at the service to inform discussion of the assessment and rating process

3. Facilitate the development of a quality improvement plan

3.1 Use the information gathered in the self-assessment process to inform the creation of the quality improvement plan

3.2 Collaborate with others to decide upon the strengths and the key improvements sought within the service

3.3 Work in collaboration with others to focus on how the key improvements sought will be reflected in the improvement plan

3.4 Record all of the required information in the plan

3.5 Plan to collaborate with others on a regular basis to review the quality improvement plan

4. Coordinate the service for a site visit

4.1 Inform all stakeholders that the service has been selected for assessment and rating and that the assessment and rating process has commenced

4.2 Schedule meetings with stakeholders and staff where appropriate

4.3 Check for accuracy and completion of all documentation required for examination

4.4 Ensure all staff understand what may be required of them during the assessment visit

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

- *Reading* – in order to analyse and apply applicable legislative and regulatory requirements, including the National Quality Standards, relevant to the service.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCECE019 Facilitate compliance in an education and care service

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- checked and maintained compliance in an education and care service, including:
 - interpreting and applying the requirements outlined in the National Quality Framework in at least one education and care service
 - facilitating a self-assessment process in at least one education and care service
- developed at least one quality improvement plan, including:
 - documenting and checking information for accuracy and completeness
 - consulting with at least one other educator or service coordinator to review the plan
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to interpret the relevance of framework and standards documents in guiding work in this unit of competency
- other legislation, standards and regulations relevant to the children's services industry
- processes for engaging stakeholders in the planning and consultation stages of quality assurance
- support systems, including government and non-government consultants, resources and personnel
- best-practice principles and emerging trends in service delivery area.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCECE020 Establish and implement plans for developing cooperative behaviour

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to support both individual and group plans for developing cooperative behaviour.

This unit applies to educators working in a range of education and care services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Establish and apply limits and guidelines for behaviour

1.1 Initiate strategies, which are consistent with children's abilities, to support them to manage their own behaviour

1.2 Establish guidelines in consultation with families that are relevant to the culture and background of the children and policies of the service

1.3 Develop guidelines in collaboration with children according to their ability to do so

1.4 Decide how to respond to incidents in a timely manner and implement response clearly, consistently and calmly

2. Identify and review behaviour as required

2.1 Gather information from all those involved in caring for the children

2.2 Reflect on the wide range of variables that can impact on behaviour

2.3 Observe and analyse behaviour to identify triggers or consequences which are maintaining the behaviour

2.4 Scan environment and curriculum for possible influences on behaviour

2.5 Facilitate an analysis of children's behaviour with all involved in caring for the children

2.6 Seek advice from appropriate authorities as required

2.7 Discuss incidents causing concern with families and colleagues as appropriate

2.8 Include families and colleagues in discussion about options for response

2.9 Discuss needs and concerns of other children who may be affected by the behaviour

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Develop a plan to guide a particular child's behaviour where required

- 3.1 Identify long-term and short-term objectives in the plan
- 3.2 Clearly identify more acceptable alternative behaviours
- 3.3 Develop the plan in accordance with the service philosophy and policies
- 3.4 Develop goals of the plan consistent with child's abilities, age and developmental stage
- 3.5 Ensure that the plan is realistic and that resources are available
- 3.6 Establish plan in consultation with colleagues, family members and others who may be caring for the child
- 3.7 Ensure plan considers relevant cultural practices for responding to behaviour
- 3.8 Liaise with appropriate authorities and referral bodies as necessary

4. Implement and monitor behaviour plan

- 4.1 Support the child to understand specific expectations for behaviour
- 4.2 Inform all those involved in implementing and reinforcing the plan of its rationale, limits and strategies
- 4.3 Minimise as far as possible, factors that may lead to or maintain inappropriate behaviour
- 4.4 Support colleagues to implement the plan effectively and consistently
- 4.5 Review child's behaviour against the plan and modify where necessary in consultation with colleagues, family members and others caring for the child

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

- *Oral communication* – in order to facilitate a range of collaborative discussions with children, families and other educators.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCECE020 Establish and implement plans for developing cooperative behaviour

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- observed and analysed children's behaviour, on at least three occasions, in a range of situations and contexts
- created, implemented and measured the effectiveness of at least one plan, including:
- developing long-term and short-term goals and objectives
 - establishing a baseline for the behaviour
 - clearly outlining alternative behaviours
 - communicating expectations with children
 - supporting and communicating with colleagues to implement the plan
 - revisiting the plan and reflecting on its effectiveness
- developed positive relationships with children, respected family expectations and their cultural values, and acted within the service policy
- interacted with children and involved them in decision-making and planning.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to interpret the relevance of framework and standards documents in guiding work in this unit of competency
- stage of development/age-appropriate expectations of children's behaviour
- appropriate and inappropriate behaviours – review of own stance and reflection on own values
- different family styles of discipline and beliefs about behaviour in different cultures and social groups
- relationship-based strategies to help children learn about behaviour
- possible contributing factors to behaviours of concern, i.e. recent events, child's history, actions of others, or developmental or emotional reasons
- code of ethics
- United Nations Conventions on the Rights of the Child
- organisation standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCECE021 Implement strategies for the inclusion of all children

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

Application

This unit describes the skills and knowledge required to support the inclusion of all children and to work with relevant others to plan and implement support strategies where required.

This unit applies to educators working in a range of education and care services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Promote inclusion

1.1 Ensure curriculum decisions are made with a view to promoting inclusion and participation of all children

1.2 Demonstrate a belief in children's capacity to succeed in all interactions with families and children

1.3 Reflect upon practices to find equitable and effective ways to ensure all children have opportunities to achieve learning outcomes

1.4 Develop own professional knowledge and work in partnership with families, communities and other services and agencies

1.5 Support all children regardless of background, gender, age or ability to fully participate as valued members of the group

1.6 Assist, support and encourage each child's efforts to participate

1.7 Identify areas of the service's philosophy and policies that relate to inclusion, equity and diversity and reflect on related practice

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Respect diversity

2.1 Value different capacities and abilities, and respect differences in families' home lives

2.2 Recognise that diversity contributes to the richness of society and provide children with opportunities to explore this richness

2.3 Uphold all children's rights to have their cultures, identities, abilities and strengths acknowledged and valued in curriculum decisions

2.4 Draw children's attention to issues of fairness relevant to them

2.5 Provide children with opportunities to learn about similarities and differences, interdependence and how we can learn to live together.

2.6 Engage children in discussions about respectful and equal relations

3. Identify children with barriers to learning

3.1 Investigate child's barrier to learning

3.2 Collect and use data to form an accurate understanding of the barrier to learning

3.3 Discuss concerns with others to develop a holistic understanding of a particular child's needs and use this information to inform actions

4. Develop a plan for support and inclusion

4.1 Consider the child's abilities, goals, interests, expectations and health status in the context of their cultural values, needs and requirements when making curriculum decisions for the child

4.2 Develop the plan in consultation with other professionals and the family

4.3 Adapt the environment and routines to ensure inclusion of all children with additional needs

4.4 Constantly reflect on the effectiveness of the plan and its impact on the child

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

5. Implement strategies to meet the child's additional needs

- 5.1 Support child's entry into the service
- 5.2 Reflect on the level of support provided on a regular basis and adjust accordingly if necessary
- 5.3 Encourage others to adopt inclusive attitudes and practices
- 5.4 Communicate with and provide support to others to implement strategies
- 5.5 Investigate and trial strategies that may address barriers
- 5.6 Implement strategies designed or suggested by family or other professionals
- 5.7 Respond to the daily needs of children with additional needs and seek assistance as required

6. Monitor and review strategies

- 6.1 Share information about progress among all concerned
- 6.2 Identify and discuss issues of concern
- 6.3 Establish and maintain constant information exchange with family and appropriate community members about the child's needs and care strategies
- 6.4 Seek and gain family permission prior to consulting with others regarding the child
- 6.5 Ensure communication occurs within a culturally and linguistically responsive framework
- 6.6 Closely monitor new strategies and the impact of these on the child
- 6.7 Identify and respond to any barriers to the strategies being implemented

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCECE021 Implement strategies for the inclusion of all children

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- developed and implemented a plan for support and inclusion for at least one child, including:
 - contributing to individualised, child-centred planning and service delivery
 - collaborating and sharing information with family and other educators to develop and implement an inclusion plan
 - investigating and trialling strategies to address the needs of the child
 - reviewing and suggesting adaptations to service delivery to meet the needs of children with special needs
 - identifying and assessing the additional needs of individual children
 - gathering additional resources or sources of information to assist in developing and adapting curriculum to meet additional needs.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- and how to navigate through framework and standards documents to find areas relevant to this unit of competency
- relevant legislation, regulations and workplace practices
- range of additional needs that may be identified and the implications for the role of the educator, including:
 - behavioural or psychological disorders
 - child at risk of harm or illness
 - family circumstances and needs
 - health problems
 - physical, sensory or developmental disability
 - strategies that encourage participation
- understanding of different backgrounds, experiences and needs of children and families in exceptional circumstances or with additional needs
- organisation standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCECE022 Promote children's agency

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

Application

This unit describes the skills and knowledge required to promote and encourage children's agency.

This unit applies to educators working in a range of education and care services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Establish a learning environment that reflects children's interests

1.1 Provide opportunities for children to plan and/or modify their indoor and outdoor environments

1.2 Design indoor and outdoor environments that are vibrant, flexible and support children's learning

1.3 Ensure design of indoor and outdoor environments is responsive to the interests and abilities of each child

1.4 Provide materials and resources that are natural and familiar

1.5 Give children access to materials and resources that provoke interest

2. Provide opportunities that stimulate learning and development

2.1 Allow children to direct their own play and leisure experiences with peers

2.2 Create possibilities for peer scaffolding

2.3 Encourage children to gain skill and competence by persevering with a developmentally significant activity

2.4 Create opportunities for learning through play and intentional teaching

2.5 Support play experiences initiated by children

2.6 Organise routines in ways that maximise opportunities for each child's learning

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Design, implement and evaluate learning experiences for children

3.1 Use children's observations and their views to guide the program

3.2 Develop the curriculum in consultation with educators and stakeholders

3.3 Design and implement learning experiences to foster learning and development, and to reflect children's interests

3.4 Ensure the program is sufficiently flexible to respond to unplanned children's interests

3.5 Assess and evaluate planned and unplanned teaching and learning

3.6 Ensure the program provides opportunities to follow-up activities of high interest

4. Support children to participate

4.1 Consult with children about the experiences and materials to be made available

4.2 Acknowledge each child's uniqueness in positive ways

4.3 Support children's efforts, assisting and encouraging as appropriate

4.4 Develop awareness and respond to children who may require additional support or attention

4.5 Encourage each child to participate in a variety of experiences

4.6 Demonstrate respect for a child's choice not to participate

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCECE022 Promote children's agency

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- planned and implemented at least two programs that promote and encourage children's agency, including:
 - establishing environments and opportunities in response to children's interests
 - using a range of strategies to engage and encourage children in experiences
 - planning and implementing developmentally appropriate curriculum in consultation with other educators.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- relevant theories about childhood learning
- organisation standards, policies and procedures
- strategies for intentional teaching
- techniques to encourage and support children to participate.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCECE023 Analyse information to inform learning

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

Application

This unit describes the skills and knowledge required to gather and analyse information about children's learning, in order to inform practice.

This unit applies to educators working in a range of education and care services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Gather and document information about children

- 1.1 Undertake observations and gather detailed information about children's learning, using a wide range of approaches
- 1.2 Ensure the assessment methods and tools used to gather information consider assessment principles
- 1.3 Gather information and observations over time and in a variety of spaces
- 1.4 Include the voices of educators, children, peers, families and other professionals where appropriate
- 1.5 Demonstrate inclusive assessment practices

2. Monitor children's learning and development

- 2.1 Use information and observations to analyse and monitor children's strengths, interests, relationships and learning in conjunction with the approved framework's learning outcomes
- 2.2 Identify children who may need additional support in order to achieve particular learning outcomes
- 2.3 Use summative assessment to reflect on children's learning over a period of time
- 2.4 Collaborate with families and colleagues to support children's learning
- 2.5 Develop a process to ensure that information and observations are gathered and used to inform planning for all children

3. Use evidence to inform practice

- 3.1 Use evidence to plan for children to learn through play, intentional teaching, modelling and the learning environment
- 3.2 Reflect on and improve own practices using evidence gathered

ELEMENT

Elements define the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

4. Share information appropriately

4.1 Implement strategies to ensure that children's documentation can be shared with families

4.2 Follow confidentiality practices to ensure information is shared appropriately

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

- *Writing* – in order to document observations in line with workplace procedures and policies

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCECE023 Analyse information to inform learning

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- collected and documented observations of at least three different children, including:
 - children’s behaviour and learning
 - children’s play preferences
 - strengths, interests and relationships
- applied information to educational practice, including:
 - sharing information with families, educators, children, experts and specialists
 - collaborating with families to plan for children’s individual needs
 - using information gathered to inform planning

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to interpret the relevance of framework and standards documents in guiding work in this unit of competency
- observation and inclusion principles
- confidentiality requirements
- code of ethics
- collaborative planning techniques
- summative assessments
- organisation standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCECE024 Design and implement the curriculum to foster children's learning and development

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

Application

This unit describes the skills and knowledge required by educators to design, implement and evaluate the curriculum to foster children's learning and development.

This unit applies to educators working in a range of education and care services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Develop appropriate settings and environments

1.1 Evaluate and modify the learning environment and materials to support all aspects of children's learning, and promote opportunities for sustained shared thinking and collaborative learning

1.2 Assess and modify the learning environment and materials to ensure that families and the community are respected

1.3 Implement learning environment modifications

1.4 Promote an appreciation of the natural environment

2. Design and implement curriculum in consultation with others

2.1 Consult with children and families to assist in reflecting on the current curriculum and learning environments and identify current strengths and goals

2.2 Design and implement curriculum that reflect the philosophy of the service

3. Design learning experiences to foster children's learning and development

3.1 Collect data on each child

3.2 Analyse data collected to identify each child's interests, strengths and goals in conjunction with the approved learning framework

3.3 Clarify specific objectives, learning environment, role of the educator and assessment/evaluation methods and evidence using the approved framework's learning outcomes, principles and practices

3.4 Design learning experiences to foster holistic learning and to provide continuity of learning and transitions

3.5 Plan for ways to monitor and assess children's learning, consistent with the principles and practices of the approved framework, ensuring that both planned and unplanned experiences are considered for assessment

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

4. Implement learning experiences to foster children's learning and development

- 4.1 Ensure that required materials are identified and available at time of implementation
- 4.2 Set up the physical learning environment
- 4.3 Co-construct meaning with children and ensure there are sustained interactions
- 4.4 Model and promote enabling learning dispositions
- 4.5 Monitor and reflect on children's learning and own pedagogical practices and continuously refine

5. Assess and evaluate planned and unplanned teaching and learning

- 5.1 Use or establish opportunities to gather feedback from families and children
- 5.2 Collect data using a range of methods in order to assess and evaluate teaching and learning, both planned and unplanned, using approved frameworks
- 5.3 Ensure assessment and evaluation of the curriculum and learning experiences are regular and in accordance with service guidelines
- 5.4 Use assessment and evaluation to influence the design of future curriculum and learning experiences

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCECE024 Design and implement the curriculum to foster children's learning and development

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- designed and implemented curriculum on at least one occasion, including:
 - evaluating and modifying environments to enhance opportunities for children's learning from other educators, children and their families
 - gathering information to use as a basis for design to address identified needs
 - designing learning experiences to foster children's development
 - assessing and evaluating curriculum and learning experiences in accordance with guidelines
- performed the activities outlined in the performance criteria of this unit during a period of at least 240 hours of work in at least one regulated education and care service.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- how to design programs and environments that foster children's development
- evaluation strategies
- organisation standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCECE025 Embed sustainable practices in service operations

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

Application

This unit describes the skills and knowledge required to support children to connect with and contribute to their world and embed sustainable practice into service operations.

This unit applies to work across a range of education and care service services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Develop a sustainability management plan

- 1.1 Identify aspects of sustainability in the service
- 1.2 Consider areas of potential change in all aspects of the service's delivery and environments
- 1.3 Ensure that nature, waste, energy and toxins have been considered
- 1.4 Identify areas where change can be instigated to enhance environmental sustainability and increase children's connection with nature, in consultation with children
- 1.5 Develop strategies to address these areas of change in consultation with children
- 1.6 Implement strategies and evaluate outcomes

2. Support children to develop an understanding and respect for the natural environment

- 2.1 Provide children with a wide range of natural and recycled materials in their indoor and outdoor environments
- 2.2 Create opportunities to discuss with children the natural environment and the interdependence between people, plants, animals and the land
- 2.3 Role-model respect, care and appreciation for the natural and constructed environments
- 2.4 Share information and provide children with access to resources about the environment and the impact of human activities on environments
- 2.5 Create spaces that promote the development of life skills, such as growing and preparing food, waste reduction and recycling
- 2.6 Encourage children to exchange thoughts and ideas about sustainable practice through intentional teaching, learning experiences and projects
- 2.7 Explore ethical dilemmas of waste disposal for sustainability with all stakeholders

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Support others in implementing sustainable practice

3.1 Encourage children to participate in sustainable practice discussions and learning experiences

3.2 Engage with adults and children to encourage their participation in the service's sustainable practices

4. Embed sustainability into service policies and procedures

4.1 Review the service philosophy, policies and procedures in relation to sustainable practice

4.2 Identify areas of potential change in the service philosophy, policies and procedures

4.3 Discuss with stakeholders any identified areas of potential change

4.4 Finalise changes after agreement with appropriate stakeholders

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCECE025 Embed sustainable practices in service operations

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- supported sustainable practices within at least one education and care service, including:
 - undertaking an analysis of the environmental sustainability of the workplace
 - identifying and supporting potential for workplace change to enhance environmental sustainability
 - supporting children to develop respect for the natural environment
 - designing, implementing and reviewing a program to enhance environmental sustainability in the child care workplace
 - using a variety of strategies to involve colleagues, children, families and the broader community in participating in and evaluating a program to enhance environmental sustainability.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- importance of community as a source of knowledge, skills and values, including:
- barriers and drivers for behavioural change
- strategies to increase children's experiences and understanding of animals and the natural environment
- impact of key global issues, such as climate change, ozone layer effects, greenhouse effect, earth resources and biodiversity
- qualitative and quantitative evaluation processes for sustainability program
- sustainable practices and sustainable strategies
- cleaning and maintenance, and building, equipment and associated resources
- organisation standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCECE026 Work in partnership with families to provide appropriate education and care for children

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

Application

This unit describes the skills and knowledge required to work in partnership with families to provide appropriate education and care for the child.

This unit applies to educators working in a variety of education and care services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Provide families with opportunities to be involved in the service

1.1 Create a welcoming environment for all families using the service

1.2 Respond to families' questions, concerns and requests in a prompt and courteous way

1.3 Encourage families to share their knowledge, skills, expertise and aspects of their family life and culture

1.4 Inform and create opportunities for families to contribute to the operation of the service in an advisory, consultative or decision-making role

2. Provide information to families about their child

2.1 Share information with families about children's progress, relationships, interests and experiences both in and outside the service

2.2 Inform families promptly and sensitively of any incidents affecting their child

2.3 Demonstrate an understanding of each child and their family and community context

2.4 Implement strategies that facilitate shared decision-making with families

3. Provide information to families about the service

3.1 Make information about the operation of the service available to families

3.2 Provide information about the service in the main languages used in the community

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

4. Provide information about community services and resources

4.1 Make information available to families about community services and resources

4.2 Ensure that there is processes in place to maintain current contact details of community services and resources

4.3 Assist families to locate and contact and/or access community services and resources as required

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

- *Oral communication* – in order to facilitate collaborative discussions with parents and caregivers.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCECE026 Work in partnership with families to provide appropriate education and care for children

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- worked collaboratively with at least three different families to support education and care, including:
 - communicating information about children's interests and development
 - developing care strategies together
 - engaging in discussion relevant to the child and family
- involved families in the service/program by:
 - encouraging participation in children's experiences
 - providing opportunities for families to give feedback on service/program

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- strategies for involving family members in the service
- organisation standards, policies and procedures
- relevant theories that underpin the value of family/educator relationships.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCEDS001 Comply with legislative, policy and industrial requirements in the education environment

Modification History

Release	Comments
Release 1.1	Minor changes to formatting to improve readability.
Release 1.0	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit covers the skills and knowledge required to maintain compliance with legislation, policy and industrial instruments that relate to the education support worker role.

The unit applies to education support job roles in a variety of education contexts including schools and other educational settings.

This work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other educational professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Identify legislative and policy requirements

- 1.1 Access current workplace information that covers the range of legislation and guidelines relevant to the job role
- 1.2 Clarify and confirm understanding of legislation with supervising teacher, to ensure consistency of interpretation and application
- 1.3 Obtain advice from supervising teacher when conflicting legislative directives are found

2. Comply with legislative and policy requirements

- 2.1 Undertake work in accordance with requirements of legislation and organisational policies
- 2.2 Promptly report incidents of non-compliance resulting from breaches of legislation
- 2.3 Inform authorised persons or bodies of inadequacies in workplace procedures which may contribute to non-compliance
- 2.4 Review own conduct and seek feedback from others to confirm continuing compliance with legislation, policy and procedures

3. Identify and comply with industrial instruments relating to the job role

- 3.1 Identify the industrial award relevant to the job role and identify key responsibilities
- 3.2 Source and read any relevant certified agreements
- 3.3 Clarify award conditions with appropriate personnel as required

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Education environments may include:
- Government school (pre-primary, primary and secondary)
 - Private/non-government school (pre-primary, primary and secondary)
 - Education centre
 - Kindergarten
 - Special educational centre
 - Community educational centre

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCEDS001 Comply with legislative, policy and industrial requirements in the education environment

Modification History

Release	Comments
Release 1.1	Minor changes to formatting to improve readability.
Release 1.0	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- followed school/centre policies and procedures
- undertaken basic research of relevant legislation, awards, certified agreements, workplace policies and work procedures
- reported concerns in a constructive and supportive manner to relevant personnel.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- own work role and responsibilities
- legislation relating to the education sector, the education support worker's role and key requirements of each
- organisational policies and procedures for responding to legislative issues, and how these are applied
- duty of care responsibilities as applies to non-teaching staff
- safe working practices
- potential hazards and risks for students resulting from breaches of relevant legislation or policy
- key requirements of industrial awards
- relevant code/s of ethics
- equal employment opportunity and equity and diversity principles.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- relevant legislation, policies and procedures and industrial awards

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCEDS002 Assist in implementation of planned educational programs

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

Application

This unit describes the skills and knowledge required to assist a worker to support the teacher/s in delivering planned education programs. Classroom-level support is provided to ensure the learning environment is inclusive and relevant, and appropriately resourced and maintained.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Contribute to planning and preparation of educational program

1.1 Contribute to implementation, planning and preparation in accordance with lesson plan/s and educational requirements under guidance of teacher or other education professional

1.2 Show clear understanding of objectives and outcomes of educational programs and their relationship to current curriculum documents

2. Assist in the implementation of planned educational program

2.1 Organise and distribute notes and students' work

2.2 Guide students in the location and use of relevant materials needed to participate in the lesson or activity

2.3 Provide assistance with general activities

2.4 Implement classroom strategies to support students' individual needs under teacher direction

2.5 Assist the teacher in identifying educational needs of students

2.6 Provide assistance to students in the operation of digital technologies during the delivery of planned education program

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Contribute to a consistent and stable learning environment

3.1 Clarify requirements and implement classroom routines appropriately

3.2 Undertake responsibilities and duties in a positive manner to promote cooperation and good relationships

3.3 Identify possible environmental modifications to suit the individual needs of students in accordance with established guidelines

4. Contribute to individual and group assessment in consultation with the teacher

4.1 Record and report observations as specified in the job role

4.2 Provide contributions to reviews and case conferences of students when requested

4.3 Encourage, acknowledge and act upon constructive teacher feedback

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Education environments may include:
- Government school (pre-primary, primary and secondary)
 - Private/non-government school (pre-primary, primary and secondary)
 - Education centre
 - Kindergarten
 - Special educational centre
 - Community educational centre

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCEDS002 Assist in implementation of planned educational programs

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- contributed to the preparation and implementation of classroom programs and lesson plans on at least three occasions, including:
 - assisting in guiding students with classroom activities and programs on at least three occasions
 - supporting teacher to identify individual student learning needs and requirements
 - implementing strategies to support the needs to students as required
- performed the activities outlined in the performance criteria of this unit during a period of at least 100 hours within at least one education provider.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- education system's policies and procedures
- school/centre's policies and procedures
- curriculum use in the classroom
- potential hazards and risks for students
- professional language and feedback that may be required for student reviews and case conferences.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCEDS003 Contribute to student education in all developmental domains

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

Application

This unit describes the knowledge and skills required to support students with different developmental issues to participate in classroom and other school activities.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Support the physical development of students

1.1 Identify the stages of physical development required for each phase of the current curriculum framework

1.2 Use appropriate strategies, materials and resources to support physical development according to the school/centre policy and procedures

1.3 Report concerns about a child's physical development to the teacher in accordance with the school/centre policy and procedures

2. Support the social and emotional development of students

2.1 Identify the stages of social and emotional development required for each phase of development in the current curriculum

2.2 Use appropriate strategies, materials and resources to support social and emotional development

2.3 Report concerns about a child's social and/or emotional development to the teacher in accordance to the school/centre policy and procedures

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Support the cognitive and language development of students

- 3.1 Identify the stages of cognitive and language development required for each phase of development in the current curriculum
- 3.2 Use appropriate strategies, materials and resources to support cognitive and language development
- 3.3 Report concerns about a child's cognitive and/or language development to the teacher according to school/centre procedures

4. Contribute to the inclusion of all students in the classroom and community

- 4.1 Encourage students to recognise and affirm differences in personal learning styles and abilities according to established guidelines
- 4.2 Liaise effectively with the teacher or other appropriate person concerning special requirements for an individual student
- 4.3 Assist students from culturally or linguistically diverse backgrounds in orientating themselves to formal and informal school/centre structures
- 4.4 Implement language programs for students from linguistically diverse backgrounds
- 4.5 Identify various approaches to study and learning by culturally diverse students and those with different abilities

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Education environments may include:
- Government school (pre-primary, primary and secondary)
 - Private/non-government school (pre-primary, primary and secondary)
 - Education centre
 - Kindergarten
 - Special educational centre
 - Community educational centre
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Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCEDS003 Contribute to student education in all developmental domains

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- identified the developmental stages within each phase of the current curriculum, including:
 - physical development
 - emotional and social development
 - cognitive and language development
- implemented strategies appropriate for supporting at least two students with different developmental support needs
- reported any concerns about children's development to the teacher
- supported an inclusive environment
- performed the activities outlined in the performance criteria of this unit during a period of at least 100 hours within at least one education provider.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- relevant education system/school's policies and procedures
- curriculum and curriculum framework
- cultural and linguistic background of students and families
- broad developmental stages of children/young people in the physical, cognitive, language, social and emotional domains
- strategies to support the stages of development in each domain
- importance of confidentiality as it relates to information about children
- language programs
- materials and resources to support the stages of development in each domain.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- the relevant approved learning framework.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCEDS004 Contribute to organisation and management of classroom or centre

Modification History

Release	Comments
Release 1.1	Minor corrections to formatting to improve readability. Corrections to errors and metadata.
Release 1.0	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to support the effective functioning of a classroom or other learning environment. It deals with practical issues such as administration, equipment, teaching aids and other supplies.

This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Manage self in classroom

1.1 Manage day-to-day duties and tasks within established timeframe and according to school or centre procedures and policies

1.2 Use effective communication strategies to prevent misunderstandings

1.3 Communicate progress of task as required and seek feedback on work performance

1.4 Seek assistance from relevant colleague when difficulties arise in achieving allocated tasks

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Select and utilise equipment effectively

2.1 Identify and access required equipment to complete task, following instructions if required

2.2 Check equipment in accordance with manufacturer's instructions

2.3 Operate equipment in accordance with manufacturer's instructions

2.4 Use and maintain specialist equipment for students with particular needs

2.5 Identify equipment faults and take action to ensure equipment is repaired in accordance with manufacturer's instructions

2.6 Report repairs outside of education support worker's responsibility to the appropriate person/s

3. Prepare and maintain teaching aids, materials and resources

3.1 Prepare and maintain materials and resources for use in classes, displays and demonstrations

3.2 Estimate the quantities and resources to complete the task

3.3 Design and produce teaching aids as directed

3.4 Ensure correct and efficient use of supplies

3.5 Perform clean-up duties as required according to set procedures

4. Monitor classroom supplies

4.1 Monitor stock levels and place orders when required

4.2 Obtain information on appropriate equipment or supplies required for lessons and activities

4.3 Report discrepancies in supply stock to the appropriate person/s

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

5. Process and maintain information (documents and records)

5.1 Process information/documentation in accordance with defined timeframes, guidelines and procedures

5.2 Observe school/centre security and confidentiality procedures for handling information

6. Operate computers, printers and current technological equipment used in classroom activities

6.1 Utilise computers, printers, and current technological equipment in accordance with school/centre procedures and policy and manufacturer's instructions

6.2 Use software in accordance with school/centre procedures and policy, and the manufacturer's/author's instructions

6.3 Identify basic functions and features using system information

7. Contribute to the organisation and coordination of school/centre activities

7.1 Support school/centre-related activities in accordance with teacher direction, safety and legal requirements, school/centre policy and procedures and job role

7.2 Supervise students as directed by teacher during out-of-class activities

7.3 Organise equipment, materials and resources for out-of-class activities in accordance with teacher direction and school/centre policy and procedures

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Education environment may include:
- Government school (pre-primary, primary and secondary)
 - Private/non-government school (pre-primary, primary and secondary)
 - Education centre
 - Kindergarten
 - Special education centre
 - Community education centre

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCEDS004 Contribute to organisation and management of classroom or centre

Modification History

Release	Comments
Release 1.1	Minor corrections to formatting to improve readability. Corrections to errors and metadata.
Release 1.0	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- managed duties and tasks in specified timeframes
- effectively communicated with colleagues, preventing misunderstandings
- prepared and maintained resources
- used equipment and teaching aids, including computers and other current technology, effectively
- selected, utilised and maintained equipment according to instructions and job role

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- school/centre's policies and procedures
- duty of care responsibilities
- types of equipment and technology used in school/centres
- processes for reordering supplies
- communication strategies
- equipment operation.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- educational equipment and teaching aids.

Additionally, it must involve:

- supervising teacher and/or other colleagues.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCEDS005 Support the development of literacy and oral language skills

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

Application

This unit describes the skills and knowledge required in providing assistance to students who need additional support with their reading, writing and oral language skills.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Identify oral language, reading and writing skills

- 1.1 Explore link between oral language, reading and writing
- 1.2 Identify skills required for oral language, reading and writing
- 1.3 Recognise the use of oral language, reading and writing for different purposes
- 1.4 Identify oral language, reading and writing processes with support from the teacher

2. Work within guidelines of literacy program

- 2.1 Read and interpret current curriculum documents in relation to literacy
- 2.2 Identify current literacy programs
- 2.3 Use agreed recording systems for students' abilities in literacy as directed by the teacher
- 2.4 Work within structure and guidelines of literacy program as directed by the teacher
- 2.5 Select and modify appropriate resources to support literacy programs as needed

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Support student literacy
- 3.1 Use appropriate strategies to support literacy program under the guidance of the teacher
 - 3.2 Encourage and support students to become independent, literate learners
 - 3.3 Support the accurate use of literacy conventions and processes
 - 3.4 Monitor literacy program
 - 3.5 Provide feedback and evaluation of student progress to teacher
 - 3.6 Identify correct storage and retrieval of confidential records

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Education environment may include:
- Government school (pre-primary, primary and secondary)
 - Private/non-government school (pre-primary, primary and secondary)
 - Education centre
 - Kindergarten
 - Special education centre
 - Community education centre

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCEDS005 Support the development of literacy and oral language skills

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- implemented reading, writing and oral language support strategies for at least two students, as directed by the teacher
- maintained and completed required records for at least two students
- completed a sequence of tasks with direction and support from the teacher
- interpreted information from written and/or verbal directions
- managed time to provide effective support to learners as guided by teachers
- consulted with teachers and other colleagues to accommodate individual student requirements.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- relationships between oral language, reading and writing
- a range of strategies to develop students' oral language, reading and writing skills
- role of education support worker in providing oral language, reading and writing support to students
- a range of effective communication strategies for use with students and teachers
- genres and writing styles
- texts for different purposes
- accurate spelling, grammar and punctuation
- organisation policies and procedures
- current curriculum and literacy programs.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCEDS006 Support the development of numeracy skills

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

Application

This unit describes the skills and knowledge required to implement numeracy programs as identified by the teacher to assist students requiring additional numeracy support.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Apply developmental and learning approaches to basic numeracy skills under supervision of teacher

1.1 Identify the skills and knowledge required by students to make meaning of numbers and basic computations

1.2 Identify numeracy processes that are relevant and appropriate to the student's ability and year level according to specified guidelines and practices of the school

1.3 Identify links between mathematical/numeracy processes and maths support strategies

1.4 Apply learning models and language to meet student needs

2. Implement a numeracy support program

2.1 Provide a numeracy support program as directed by the teacher, to meet the individual needs of students whilst taking into account their preferred learning styles

2.2 Select and implement activities to support understanding of numbers, use of number computations, measurement and numerical data

2.3 Record students' progress in accordance with program/school guidelines

2.4 Maintain student confidentiality at all times

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Support student numeracy programs

3.1 Implement support strategies, under direction of supervising teacher, to accommodate student's ability according to education guidelines and program specifications

3.2 Encourage the development of self-reliance in numeracy through positive feedback

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Education environment may include:

- Government school (pre-primary, primary and secondary)
- Private/non-government school (pre-primary, primary and secondary)
- Education centre
- Kindergarten
- Special education centre
- Community education centre

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCEDS006 Support the development of numeracy skills

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- analysed what at least two students are doing when working mathematically and applied an appropriate model of learning to develop the students' numeracy skills
- implemented numeracy support programs to support at least two students who may be at various levels, as directed by the teacher
- maintained and completed workplace records
- communicated with a range of students, including:
 - active listening
 - giving clear directions and/or instructions
- consulted with the teaching team and other education support workers on workplace procedures and new approaches to accommodate individual student requirements.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- basic mathematical concepts and operations relevant to the year levels and the needs of students
- language associated with numeracy and mathematical operations
- questions to encourage critical thinking about mathematics and its use as a learning tool
- the role of education support personnel in providing mathematics support to students
- a range of basic communication strategies

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCEDS007 Work effectively with students and colleagues

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

Application

This unit describes the skills and knowledge required to effectively communicate with students and colleagues.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Communicate effectively with students

1.1 Use positive and respectful communication styles with students in all situations

1.2 Use active-listening techniques

1.3 Explore students' interests and concerns through conversation where appropriate

1.4 Consider non-verbal cues when interacting with students

1.5 Use communication strategies that are developmentally appropriate for effective interaction and problem-solving with students

2. Use current, recognised good practice techniques of communication

2.1 Communicate with students to maintain the integrity of individual rights, self-determination and personal dignity

2.2 Adapt style and language to accommodate different cultural values, practices and cultural sensitivities

2.3 Use verbal and non-verbal skills to interact with young people in a positive manner

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Work effectively with diverse students and colleagues

3.1 Use a range of communication styles to respect and reflect the diversity of the school

3.2 Engage in work practices that are inclusive and benefit educational outcomes

3.3 Seek and act on feedback from colleagues and supervisors to continuously improve personal effectiveness in working with diversity

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCEDS007 Work effectively with students and colleagues

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- communicated effectively with at least two students and one colleague, including:
 - using active listening
 - clarifying information
 - respecting diversity
 - recognising non-verbal cues used by student
 - using non-verbal communication and cues appropriate to the needs of individuals
 - varying style to suit student needs
- developed positive interpersonal relationships with members of the school community.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- importance of stating and maintaining expectations
- principles and practices to enhance sustainability in the workplace
- organisation policies and procedures relating to communicating with and about students
- requirements of anti-discrimination legislation
- stages of child development in relation to communication
- importance of confidentiality in relation to information about children.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must involve:

- supervising teacher and other colleagues.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCEDS008 Comply with school administrative requirements

Modification History

Release	Comments
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge for education support workers to undertake administration and basic computer tasks in the education environment where administration is not the main focus of work.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

Elements define the essential outcomes.

1. Complete forms and documents as required

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

- 1.1 Access and select forms for appropriate purpose
- 1.2 Complete in accordance with the organisation policies and procedures
- 1.3 Use templates from software provided

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Store and access information appropriately

2.1 Store information in accordance with organisation guidelines

2.2 Provide individuals with access to information in accordance with organisation guidelines

2.3 Maintain information on the organisation in a confidential and secure manner

2.4 Report breaches of information security to the relevant person

3. Manage enquiries in accordance with school policy and procedures

3.1 Handle enquiries promptly according to organisation policy and procedures

3.2 Use effective listening and speaking skills in oral communication

3.3 Refer enquiries about student learning or progress to relevant person

3.4 Record and distribute verbal, written and recorded messages in order of priority, urgency and policy and procedures

3.5 Use communication equipment and information technology in accordance with school protocols

3.6 Use telephone techniques and emails according to organisation policy and protocols

4. Complete written documentation

4.1 Present written information and ideas in a clear and concise manner so the intended purpose is understood by the recipient

4.2 Complete and present documents within designated timeframes

4.3 Present written information to meet standards of style, format and accuracy

ELEMENT

Elements define the essential outcomes.

5. Use technology to support administrative and education support activities

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

5.1 Use available technology to address administrative responsibilities in line with organisation requirements

5.2 Use word processing software, formatting and editing to produce documents

5.3 Develop simple spreadsheets as required

5.4 Use the internet to search and access information

5.5 Insert graphics into a word processed document and print the document

5.6 Use relevant software to prepare and/or deliver basic presentations as required by work role

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Education environment may include:
- Government school (pre-primary, primary and secondary)
 - Private/non-government school (pre-primary, primary and secondary)
 - Education centre
 - Kindergarten
 - Special education centre
 - Community education centre

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCEDS008 Comply with school administrative requirements

Modification History

Release	Comments
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. New evidence requirements for assessment.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- applied the appropriate level of reading, writing, language and numeracy competence to effectively comply with administrative tasks required, including:
 - demonstrating clear, concise and accurate communication skills with a diverse range of individuals
 - following organisation policies and procedures for record-keeping
 - setting up and using basic functions of a desktop computer and printer to produce required documents
 - using accurate spelling, grammar and punctuation in relation to at least three required documents
 - using effective time-management for prioritising the distribution of information
 - using problem-solving skills to redirect enquiries and establish confidentiality protocols

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

These include knowledge of:

- boundaries between teaching and education support roles in the provision of information about students
- policies and procedures of the organisation that apply to record-keeping and documentation preparation
- policies of child safety, confidentiality, security and circulation of records
- implications for the education support role of legislation relating to child safety and privacy.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCED009 Communicate with parents, students and colleagues in Aboriginal or Torres Strait Islander language

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to use Aboriginal and/or Torres Strait Islander languages and traditional knowledge to communicate with people in an educational environment.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

Elements define the essential outcomes.

1. Use a specified language to communicate with students, parents and other colleagues

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1.1 Listen to and speak in a specified Aboriginal and/or Torres Strait Islander language with students, parents and colleagues

1.2 Participate in sustained transactions using appropriate vocabulary and grammar for the purpose of gathering or providing information

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Establish rapport and relationships to facilitate effective communication

2.1 Establish, maintain and develop relationships by explaining issues or solving problems using appropriate and respectful language

2.2 Build rapport with Aboriginal and/or Torres Strait Islander students, parents or colleagues

2.3 Clarify own role in professional relationship with students, parents and colleagues

3. Relay Aboriginal and/or Torres Strait Islander experiences and concepts to other professionals

3.1 Provide illustrations or examples of Aboriginal and/or Torres Strait Islander customs or concepts

3.2 Use analogies to enhance meaning of cultural practices where there is no direct vocabulary available

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au>

Assessment Requirements for CHCEDS009 Communicate with parents, students and colleagues in Aboriginal or Torres Strait Islander language

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- used a specified language to communicate with students, parents and other colleagues on at least two separate occasions, including:
 - listening to and speaking in an Aboriginal or Torres Strait Islander language
 - participating in verbal transactions using suitable vocabulary and grammar
 - gathering and providing information between students, parents and colleagues
 - using respectful language
- established rapport and building relationships with students, parents and colleagues
- clarified own role in professional relationships with students, parents and colleagues
- relayed experiences and concepts of Aboriginal and/or Torres Strait Islander people appropriately to other professionals, including providing illustrations or examples and using analogies.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- an Aboriginal or Torres Strait Islander language
- traditional culture related to language group governing protocols of language use within a community
- code of ethics of education worker
- role and responsibilities of an education worker and specific understanding of own work role and responsibilities
- school's or centre's policies and procedures as they apply to the work role
- cultural and linguistic backgrounds of students and families
- an understanding of own culture, western systems and structures and how this impacts on Aboriginal and/or Torres Strait Islander culture
- impacts of cultural, sub-cultural, social, religious, gender, age, language issues, etc. on attitudes towards education.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCEDS010 Work effectively as an Aboriginal or Torres Strait Islander education worker

Modification History

Release	Comments
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required for an Aboriginal and/or Torres Strait Islander education worker to manage their work performance in a range of education environments.

An Aboriginal and/or Torres Strait Islander education worker is generally drawn from local communities because of their fluency in a specific language, kinship relationships within the community, a level of knowledge of and respect for traditional culture, and capacity to interact in the wider community.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Manage personal work tasks

1.1 Maintain work diary to timetable appointments and document liaison with Aboriginal and/or Torres Strait Islander students, families and others as required

1.2 Prioritise tasks/jobs in accordance with organisation goals

1.3 Assess and organise competing demands within time constraints to provide an effective and responsive service

2. Model high standards of personal performance, ethics and integrity

2.1 Serve as a role model for Aboriginal and/or Torres Strait Islander students and community in accordance with performance standards

2.2 Demonstrate personal and professional integrity to engender confidence and respect

2.3 Commit to organisation's policies and procedures

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Assist and support other personnel

3.1 Provide informative and constructive feedback to other personnel in a positive manner

3.2 Interact with others to promote a productive and harmonious education environment

3.3 Provide encouragement, support and advice to personnel as required

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Role model refers to:

- a person looked to by others in Aboriginal and/or Torres Strait Islander education work as an example to be followed in areas such as:
 - respect for Elders and culture
 - respect for Australian values
 - personal behaviour
 - reliability

Personal and professional integrity refers to:

- being honest
- showing consistency
- following codes of ethics
- being unbiased

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCEDS010 Work effectively as an Aboriginal or Torres Strait Islander education worker

Modification History

Release	Comments
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. New evidence requirements for assessment

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- applied knowledge of learning and development to implement role and responsibilities appropriately in an education environment, including:
 - identifying the capabilities of individual children
 - using and responding to non-verbal communication and cues of children
 - adhering to own work role and responsibilities
 - communicating effectively with other adults in the work environment
 - communicating verbally and non-verbally with students and setting and applying appropriate limits, taking into account the student's age, development, language, culture and needs.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

These include knowledge of:

- traditional culture related to language group governing protocols of language use within a community
- how to access significant people within a language group
- code of ethics of Aboriginal and/or Torres Strait Islander education worker
- role and responsibilities of an Aboriginal and/or Torres Strait Islander education worker and specific understanding of own work role and responsibilities
- cultural and linguistic backgrounds of students and families
- developmental milestones of children/young people (cognitive, physical, language, social/emotional)
- own culture, western systems and structures and how this impacts on Aboriginal and/or Torres Strait Islander culture
- impacts of cultural, sub-cultural, social, religious, gender, age, language issues, etc. on attitudes towards education
- availability of resources and assistance within and external to the school/centre
- community health issues and their potential impact on learning
- knowledge of learning and development to implement role and responsibilities in an educational environment.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCEDS011 Search and assess online information

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to determine, locate and retrieve information using digital technologies in consultation with a teacher.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Determine and assess information requirements in consultation with teacher

1.1 Identify and clarify the purpose and scope of the information required

1.2 Locate possible internal and external sources of online information

1.3 Find and use search engines and databases related to information required, in consultation with teachers, students and peer group

1.4 Determine and use key words and phrases to locate online information

2. Locate online information

2.1 Identify websites and databases

2.2 Use logic and research skills to identify key words and phrases for the search

2.3 Navigate websites and locate information using key words and phrases identified for the topic

2.4 Access sufficient information to meet the needs of the research brief

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Retrieve, evaluate and report on information

3.1 Download and use information in accordance with the requirements of the research task

3.2 Ensure information is sufficient, current and accurate to meet requirements

3.3 Meet legal and ethical requirements relating to copyright and protection of information

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCEDS011 Search and assess online information

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- used communication skills to confirm search requirements, access relevant personnel and to gain feedback from learners and other stakeholders, including:
 - using literacy skills to determine key words, read, analyse and record information, and follow policies and procedures
 - using numeracy skills required in logical problem-solving
 - retrieving and presenting information in a logical, accurate manner according to requirements of the brief.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

These include knowledge of:

- internet protocols
- organisation protocols for internet access
- basic research techniques
- a range of search engines.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- educational equipment and teaching aids
- computer with internet access.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCEDS012 Set up and sustain individual and small group learning areas

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to establish and organise individual and/or small group learning environments, such as a home-based classroom, activity area in a classroom or library, or a virtual schooling area.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Create a positive physical learning space

1.1 Construct a learning space within budgetary constraints under the guidance of the teacher or supervisor

1.2 Select and set-up furnishings and fittings that are suitable for a variety of learning activities in collaboration with the teacher or supervisor

1.3 Accommodate multi-age requirements within a learning space

1.4 Use displays, posters and accessories conducive to learning

2. Organise learning resources

2.1 Organise learning resources that are suitable to the learner and the education support worker

2.2 Establish storage and retrieval procedures to support learning

2.3 Instruct learners on how to use the resource organisation system

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Prepare to provide education support to students

3.1 Prepare activities and daily requirements in advance with reference to support mechanisms where necessary

3.2 Establish daily routines

3.3 Clarify and confirm understanding of school/teacher requirements and ensure consistent interpretation and application

3.4 Review progress regularly and identify future requirements

4. Manage a learning timetable

4.1 Schedule learning activities as directed by teachers

4.2 Coordinate content of learning activities to provide an appropriate timetable structure

4.3 Manage interruptions and contingencies with minimum disruption to learning

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCEDS012 Set up and sustain individual and small group learning areas

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- created a positive learning space and organised resources to meet the learners' needs, including:
 - using communication skills to provide information to, and gain feedback from, learners and teachers
 - documenting the environment and resource organisation accurately in a written form
 - solving problems as they arise.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

These include knowledge of:

- what constitutes a positive and stimulating physical environment for learning
- a broad range of learning resources readily available that can be used to support the individual or group learning needs
- learning technologies.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCEDS013 Use an e-learning management system

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to use an e-learning management system that supports self-directed e-learning within the context of a pre-arranged course or program.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

Elements define the essential outcomes.

1. Prepare to support e-learning

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

- 1.1 Identify and access organisation's resources to enable e-learning
- 1.2 Find and access resources to support students using an e-learning management system in accordance with organisation requirements
- 1.3 Ensure organisation processes and procedures for managing e-learning are in place

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Preview e-learning management system

2.1 Test organisation's e-learning management system to ensure completion of an online course is possible

2.2 Check effectiveness of functions of e-learning management system, including email to online cohort, discussion boards, downloading of materials and management of work

2.3 Identify issues impacting on the effectiveness of an e-learning management system and report to supervisor

3. Implement e-learning support

3.1 Confirm learning outcomes with students and teachers and establish access to e-learning technology and materials in accordance with individual needs and the e-learning strategy

3.2 Assist students through identified support mechanisms, and manage contingencies in accordance with organisation standards

3.3 Use learning management system to track e-learning progress and outcomes in accordance with the learning strategy and privacy requirements

4. Review e-learning

4.1 Review the e-learning program in terms of its applicability to the student's needs and the organisation's capacity to support the process

4.2 Obtain feedback from students about their level of satisfaction with e-learning against set criteria

4.3 Gather feedback from other stakeholders on the use of the e-learning management system and e-learning approaches generally

4.4 Use feedback to identify areas for follow-up or improvement and document recommended changes in accordance with organisation requirements

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

- *Digital literacy* – in order to navigate and use appropriate functions of an e-learning management system.
- *Writing* – in order to produce accurate, informative reports.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCEDS013 Use an e-learning management system

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- effectively used an e-learning management system, including:
 - applying understanding of the desired learning outcomes for students
 - evaluating the effectiveness of system and providing feedback in an accurately written report.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

These include knowledge of:

- variety of e-learning management systems available and their benefits and limitations
- basic principles of the operation of the internet
- core management requirements of e-learning systems
- learning process.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- educational equipment and teaching aids
- computer and internet link to an e-learning management system.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCEDS014 Support students with English as a second language

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to provide support to students who have English as a second language (ESL).

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

Elements define the essential outcomes.

1. Facilitate communication between the student, the school and home

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1.1 Provide assistance with interactions between the student, the school and the parent/carer/guardian

1.2 Identify communication barriers and organise the use of interpreters/translators when necessary, in consultation with teacher

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Implement an English as a Second Language (ESL) support program

- 2.1 Provide an ESL support program as directed by the teacher or support service personnel
- 2.2 Implement ESL support according to program specifications and student needs
- 2.3 Provide individual support to ESL students
- 2.4 Perform ESL support tasks in classroom or group activities
- 2.5 Maintain student confidentiality according to program/school guidelines
- 2.6 Provide information to school staff and liaise with other professionals when required

3. Support student ESL program

- 3.1 Investigate and discuss factors affecting language acquisition, with the ESL specialist and/or classroom teacher
- 3.2 Identify and deal with cultural issues in a sensitive and appropriate manner
- 3.3 Advocate for the student as necessary

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

English as a Second Language (ESL) in this unit means:

- English as an Additional Language or Dialect (EALD)
- English Language Dialect (ELD)
- English for Speakers of Other Languages (ESOL).

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCEDS014 Support students with English as a second language

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- facilitated communication between the student, the school and home under the direction of a teacher at least twice, including:
 - identifying communication barriers and organising interpreters/translators where necessary
 - providing assistance as required
- implemented an ESL support program as directed by the teacher or under the guidance of a support officer, including:
 - providing individual support to at least three ESL students
 - performing ESL support tasks in classroom or group activities
 - identifying and discussing factors affecting language acquisition with teacher
 - identifying and handling cultural issues
- assisted at least two students in gaining English language skills.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- means by which students acquire English language skills
- factors affecting language acquisition
- immigration issues including common responses to and symptoms of ‘culture shock’
- implications of cultural issues in the classroom
- a range of effective communication techniques.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCEDS015 Support development of student research skills

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to application and scope of unit. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required for an education support worker to assist students in obtaining information relevant to their learning needs.

The unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

Elements define the essential outcomes.

1. Determine student's information requirements in consultation with teacher

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

- 1.1 Determine the information required by the student
- 1.2 Identify the reason for the request and prior efforts to access information
- 1.3 Consider additional sources of information and type of assistance required
- 1.4 Assist student to identify key questions to inform the research

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Advise students to access and source additional information in consultation with teacher

- 2.1 Support students to extend their research skills
- 2.2 Demonstrate use of reference tools and equipment using developmentally appropriate communication techniques
- 2.3 Advise students on alternative sources of information
- 2.4 Inform students of access constraints regarding use of reference tools, equipment and information

3. Encourage students to source and evaluate information

- 3.1 Promote students' independent use of available resources
- 3.2 Encourage students to evaluate information
- 3.3 Support students to assemble information in an appropriate format for individual use

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

- *Digital literacy* – in order to navigate and use appropriate functions of computer and/or digital resources.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCEDS015 Support development of student research skills

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to application and scope of unit. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- worked in consultation with a teacher to determine a student's information needs, including:
 - identifying the student's requirements, assisting the student and encouraging them to collate the information in an appropriate form.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

These include knowledge of:

- organisation policy in relation to assisting students in research projects
- organisation policy related to accessing external information
- sources for answering common student requests
- features of the organisation's resource centre and information management process
- bibliographic tools
- grammar, punctuation and spelling sufficient to guide student's work
- how to use digital technologies to access information
- available references
- copyright, moral rights and intellectual property, and appropriate referencing in academic work.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- computer and internet connection to assist student learning with digital technologies

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCEDS016 Support learning for students with disabilities in a classroom environment

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required as an introduction to working with students that have a recognised disability.

This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Apply understanding of the delivery of services for students with disabilities

- 1.1 Recognise the key issues facing students with disabilities and their carers
- 1.2 Apply the context of policy, regulatory and legal requirements to working with students with a disability
- 1.3 Demonstrate a commitment to access and equity principles in all work
- 1.4 Consider personal values and attitudes regarding disability when working with students
- 1.5 Apply understanding of the effects that specific disabilities may have on student learning

2. Support the rights, interests and needs of students with disabilities as part of the education team

- 2.1 Investigate and use strategies that assist students with disabilities to exercise their rights and independence
- 2.2 Acknowledge and accommodate different student requirements in the team's approach to teaching and learning
- 2.3 Gather and record data as directed by the teacher
- 2.4 Identify and apply the support requirements of individual students

ELEMENT

Elements define the essential outcomes.

3. Respond to situations of risk or potential risk to students with disabilities

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3.1 Report situations which may pose a health or safety issue to students or staff, according to organisation procedures

3.2 Respond to situations of immediate risk using predetermined strategies where available and report to appropriate personnel

3.3 Report uncharacteristic or inappropriate behaviour to teachers or other team members as needed

3.4 Take appropriate steps to maintain personal safety of self and others

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCEDS016 Support learning for students with disabilities in a classroom environment

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- applied understanding of the rights of students with disabilities and the responsibilities of the education team in their education support work
- analysed the impact of own attitude on working with students with disabilities
- demonstrated understanding of stereotypes that may exist about people with disabilities and worked with a commitment to access and equity, by:
 - communicating effectively with students, teachers, parents/carers
 - demonstrating empathy and sensitivity to diversity
 - evaluating risk situations
 - identifying problems and choosing effective solutions
 - interpreting information from written and/or verbal directions.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

These include knowledge of:

- consent, in terms of an awareness and understanding of what it means and strategies used to determine ability to consent
- discriminatory actions
- common risks to safety
- developmental and acquired disabilities
- holistic and individual-centred care
- principles and practices of confidentiality
- access and equity principles
- role of advocacy bodies
- student needs and rights including duty of care
- policies and procedures in relation to child protection.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCEDS017 Contribute to the health and safety of students

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.</p>

Application

This unit describes skills and knowledge required for teacher assistants to contribute effectively to the health and safety of students. The education support worker implements workplace health and safety instructions and procedures within his or her scope of responsibility and according to direction.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

- | | |
|--------------------------------|--|
| 1. Maintain a safe environment | <p>1.1 Recognise routine job-related hazards while under direct supervision</p> <p>1.2 Follow procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies</p> <p>1.3 Provide guidance and support to students on the safe use and care of equipment and resources</p> <p>1.4 Maintain classroom displays according to work safety regulations and school/centre procedures and guidelines</p> <p>1.5 Support student protection programs including stranger danger, safe houses and circle concept as appropriate</p> <p>1.6 Report to appropriate personnel when hazards arise in accordance with school/centre procedures</p> <p>1.7 Take appropriate steps, if required, to maintain personal safety of self and others</p> |
|--------------------------------|--|

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Maintain a hygienic and healthy environment

2.1 Maintain the classroom/centre in a clean and tidy condition

2.2 Respond appropriately to student/s who require assistance with personal care or hygiene

2.3 Clean soiled student clothing and areas as required

2.4 Provide assistance with the general care and wellbeing of students, including attending to students with minor illnesses

2.5 Assist students in need of minor first aid in accordance with school or centre procedures

3. Supervise students in conjunction with teacher

3.1 Undertake supervision of students according to teacher direction and school/centre policy and procedures

3.2 Supervise students that are out of the room according to teacher direction and school/centre policy and procedures

4. Deal with emergency situations

4.1 Contribute to planning for emergency and potential emergency situations

4.2 Recognise emergency and potential emergency situations promptly and take required actions within the scope of individual responsibility

4.3 Follow emergency procedures correctly in accordance with school/centre procedures

4.4 Seek assistance promptly from colleagues and/or other authorities where appropriate

4.5 Report details of emergency situations accurately in accordance with school/centre policy, including accurate completion of accident and incident report forms

ELEMENT

Elements define the essential outcomes.

5. Support the health and wellbeing of students

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

5.1 Identify health issues in the student community and their causes

5.2 Identify the impact that health issues have on student's learning

5.3 Assist in the provision of health promotion programs

5.4 Ensure confidentiality of student health information

5.5 Use professional language when liaising with health professionals and families as required under the guidance of the teacher

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Relevant procedures, guidelines, protocols, policies will address:
- duty of care, supervision, workers compensation
 - education system's (government and non-government) policies and procedures
 - relevant legislation from all levels of government that affects the school/centre's operation, especially in regard to workplace safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
 - school or centre policies and procedures

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCEDS017 Contribute to the health and safety of students

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- provided assistance with maintaining a hygienic environment
- adhered to own work role and responsibilities
- communicated effectively with other adults in the working environment
- demonstrated effective application of skills in:
 - active listening
 - communication/interpersonal skills of questioning, informing, listening and discussing
 - negotiation
 - organisation planning and administrative support skills
- implemented safe and hygienic practices
- liaised with and reported to relevant personnel
- responded appropriately to emergency situations

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

These include knowledge of:

- current curriculum documents
- industrial awards and duty statements as they apply to own role
- potential hazards and risks for students and ways of minimising risk
- safe working practices as applies to the role
- structure of the education system
- emergency procedures and own role in the event of an emergency.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCEDS018 Support students with additional needs in the classroom environment

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.</p>

Application

This unit describes the skills and knowledge required by an education support worker to support students with additional needs in classrooms where there are students with a mix of abilities and needs.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Work with others to support students with additional needs

- 1.1 Identify own roles and responsibilities and those of others involved
- 1.2 Cooperate with others in support of students
- 1.3 Share information with others to facilitate student support in accordance with relevant procedures, guidelines and protocols

2. Support individual students with additional needs

- 2.1 Show respect, empathy and acceptance for individual differences in dealings with students
- 2.2 Encourage students in ways which promote their positive self-concept and self-esteem
- 2.3 Use language, equipment, materials and strategies suited to the student
- 2.4 Apply simple task analysis as necessary to assist students with additional needs
- 2.5 Identify the role, purposes and content of individual education programs to address additional needs
- 2.6 Follow individual education programs planned by teachers for particular students, and recommend amendments as appropriate

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Assist with classroom programs to support students with additional needs

- 3.1 Identify and follow classroom strategies and programs used to support particular students
- 3.2 Assist with the modification of general activities to meet particular needs where necessary
- 3.4 Help with whole class activities as directed by teacher
- 3.5 Use behaviour management strategies and techniques appropriate to the students and as directed by teacher and others
- 3.6 Take appropriate steps to maintain personal safety of self and others

4. Contribute to learning opportunities

- 4.1 Identify strategies used by teachers to encourage problem-solving by students and support strategies appropriately, as required of teacher aide
- 4.2 Identify strategies used by teachers to assist development of independence and social skills in students and support strategies appropriately, as required of teacher aide
- 4.3 Notice and take opportunities to encourage and support incidental learning by students
- 4.4 Provide constructive advice and feedback to students
- 4.5 Where appropriate, provide suggestions to teachers or other members to improve learning opportunities of students

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCEDS018 Support students with additional needs in the classroom environment

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- provided support in relation to at least two main areas of additional needs
- cooperated and shared information with others to facilitate student support
- used language, equipment, materials and strategies suited to the individual needs of at least two students
- followed individual education programs planned by the teacher for at least two students
- assisted in the modification of general activities to meet particular student needs
- assisted with whole class activities as directed by the teacher
- used behaviour management strategies and techniques
- provided at least two students with constructive advice and feedback.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- a wide range of additional needs and their implications for students' learning
- individual education programs.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCEDS019 Support students' mathematics learning

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required by education support workers to work with teachers to support students in pre-primary, primary and secondary to develop mathematics skills in number and algebra, measurements and geometry, and statistics and probability as included in current curriculum documents.

The unit provides skills and knowledge to enable education support workers to work with the teacher to develop resources to reinforce mathematics skills for across the curriculum and to support students in their development of skills.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Facilitate application of mathematics skills for numeracy

1.1 Identify concept strands of mathematics included in current curriculum documents

1.2 Explore and explain a variety of numeracy demands and opportunities in daily life

1.3 Demonstrate the different functions of mathematics using activities and examples

1.4 Monitor students' understanding and use of mathematics through observation, listening and conversation, and provide information to teachers to inform planning

1.5 Identify factors affecting acquisition of mathematics skills for numeracy and discuss with the teacher/s

2. Support students to develop mathematics skills for numerate understanding

2.1 Determine strategies for supporting students in the application of mathematics skills in consultation with the teacher/s

2.2 Implement planned strategies, including learning environments, activities and resources to enhance the

ELEMENT

Elements define the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

abilities of students and address their individual needs

2.3 Encourage students to problem-solve using mathematics knowledge and skills in everyday life contexts

2.4 Use explicit talk to focus students on specific mathematics knowledge and skills

3. Enhance students' mathematics knowledge and skills through structured activities

3.1 Use accurate mathematics terminology and concepts, as planned with teacher/s, to support students' learning

3.2 Encourage students to improve mental computation and calculation skills using strategies appropriate to students' developmental levels

3.3 Ensure students check for reasonableness of solutions when calculating, using a range of strategies including estimating and technology

3.4 Encourage students and build their confidence to attempt problem-solving that requires the use of mathematics knowledge and skills

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCEDS019 Support students' mathematics learning

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- collaborated with the teacher to analyse student needs in the development of mathematical skills and determined, developed and implemented strategies and programs to support at least two students, including:
 - implementing programs that support a range of students who may be at various levels, in collaboration with the teacher
 - adapting examples and activities to meet the specific needs in mathematics knowledge and understanding of individual students
 - using specific strategies to scaffold student learning as directed by a teacher
 - applying mathematical concepts applicable to the year levels in which they operate, i.e. early childhood, primary, secondary
 - identifying, collating and developing resources to support development of mathematics skills and knowledge.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

These include knowledge of:

- various assessments including formative and summative and standardised testing
- concept strands of mathematics and mathematical skills appropriate to the students being supported and the curriculum in use
- differences between the roles and responsibilities of teachers and education support workers
- language associated with mathematics and numeracy as used by supervising teacher/s
- the role of education support personnel in implementing planned mathematics activities with students
- questioning techniques that can be used to scaffold learning and assist students to problem-solve.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCEDS020 Support students' literacy learning

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required by education support workers to work with teachers to support students in pre-primary, primary and secondary to develop literacy skills, including oral language, reading and writing skills.

The unit provides skills and knowledge to enable education support workers to work with the teacher to develop resources to reinforce literacy skills across the curriculum and to support students during various phases in the acquisition of literacy competence.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Encourage and model spoken language

- 1.1 Identify and use a variety of styles of verbal communication
- 1.2 Demonstrate the different functions of language in interactions
- 1.3 Monitor students' understanding and use of language through observation, listening and conversation, and provide information to teachers to inform planning
- 1.4 Identify factors affecting language acquisition and discuss with the teacher/s
- 1.5 Use language appropriate to students' culture, age, abilities, interests and needs
- 1.6 Use spoken language to effectively interact with students
- 1.7 Talk explicitly about language to scaffold learning
- 1.8 Model language appropriate to the situation, the purpose and the audience for students

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Support students to read and interpret texts

2.1 Determine strategies for supporting students in the interpretation of texts in consultation with the teacher/s

2.2 Implement planned strategies to enhance the abilities of students and address their individual needs

2.3 Encourage students to problem-solve in order to make meaning from texts

2.4 Use explicit talk to focus students on specific literacy skills

3. Enhance students' literacy skills through writing activities

3.1 Use accurate terminology, as planned with teacher/s, to support students' learning

3.2 Implement strategies devised with teacher/s to develop students' skills in the use of written language

3.3 Use planned strategies to reinforce literacy skills across all key learning areas

3.4 Encourage students to improve spelling skills using strategies appropriate to students' developmental levels

3.5 Support students to plan their writing tasks

3.6 Encourage students to critically reflect on the effectiveness of their writing

3.7 Support students to effectively edit their writing

4. Design resources to support literacy development

4.1 Plan learning environments and activities in advance with the teacher/s

4.2 Design resources, in consultation with teacher/s, to reinforce literacy skills, while fulfilling curriculum requirements

4.3 Design resources to suit the developmental level of the students, as determined by the teacher/s

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCEDS020 Support students' literacy learning

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- used a range of strategies to support students with acquisition of literacy skills and knowledge
- adapted spoken language to meet the needs of students and learning programs
- applied knowledge of stages of development in language and literacy
- used specific strategies to scaffold student learning as directed by a teacher.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

These include knowledge of:

- relationships between spoken language and literacy
- definition of 'texts' and range of texts that students need to interpret
- explicit talk to support student comprehension
- terminology of literacy as used by supervising teacher/s
- questioning techniques that scaffold learning and assist students to problem-solve
- language and literacy developmental continuum appropriate to the students being supported
- differences between the roles and responsibilities of teachers and education support workers.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCEDS021 Assist in facilitation of student learning

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to the application and scope of unit. New evidence requirements for assessment, including volume and frequency requirements.</p>

Application

This unit describes the skills and knowledge required to understand and apply a range of principles and processes to facilitate student learning, either for individuals or for small groups.

This unit applies to education support workers in a range of education environments who are responsible for aligning support strategies with teacher facilitation strategies to assist student learning.

This work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

Elements define the essential outcomes.

1. Apply understanding of current education approaches relevant to the education environment

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

- 1.1 In consultation with teacher or other education professional, identify teaching and learning approaches applicable to the relevant education environment
- 1.2 Confirm the teaching and learning approach and its principles of practice with the supervisor
- 1.3 Select resources to support the learning approach
- 1.4 Work with teacher to plan learning activities and classroom supervision of student interactions
- 1.5 Conduct the learning activities and supervision of student interactions
- 1.6 Demonstrate principles of practice in the learning environment that reflect specified learning approaches

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Establish an environment conducive to student learning

2.1 Identify and confirm learning requirements for the specified activity by interpretation of the learning program, in consultation with the teacher

2.2 Meet specified needs of identified students in planning and preparation phase with the teacher

2.3 Assemble and, where necessary, modify required resources prior to the activity

2.4 Reflect the appropriate principles of practice in the planning and delivery of the activity

2.5 Establish a positive, mutually respectful relationship with students using communication and interpersonal skills to match the student/group

3. Facilitate the learning process

3.1 Interact with students to reflect application of principles of practice in accordance with student learning styles

3.2 Conduct each activity in accordance with provided programs and directions

3.3 Take opportunities to enhance learning activities within the scope of the endorsed principles of practice

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

4. Support and monitor student learning

4.1 Monitor, document and report student progress to supervising staff to ensure learning outcomes are being achieved

4.2 Adjust and modify delivery strategies to meet emergent needs and unanticipated situations

4.3 Encourage students to reflect on personal learning achievements and learning experiences

4.4 Manage student interactions to ensure effective participation occurs and effective relationships are maintained

4.5 Use a range of established and agreed techniques to manage behaviour of concern

4.6 Maintain, store and secure student records in accordance with organisation requirements

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCEDS021 Assist in facilitation of student learning

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to the application and scope of unit. New evidence requirements for assessment, including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- established a learning environment and facilitated the learning process for both a small group and an individual at least twice, including:
 - demonstrating principles of practice in the learning environment
 - adjusting resources to suit individual needs
 - complying with procedures relating to behaviour support
 - accurately documenting written reports and records
- performed the activities outlined in the performance criteria of this unit during a period of at least 100 hours within at least one education provider.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

These include knowledge of:

- interpersonal skills that influence positive student and staff interactions
- reading, writing, language and numeracy competence required to perform effectively in an education support role
- awareness of contemporary theories of learning
- appropriate principles of practice for the identified education environment
- learning process
- current curriculum documents
- institution's process and procedures for working with students and supporting behaviour
- the different responsibilities of teachers and education support workers for student learning outcomes
- relevant legislation, policies and standards that regulate education service delivery, occupational health and safety, behaviour support and anti-discrimination.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCEDS022 Work with students in need of additional support

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required for education support workers to provide support to students who have to face a range of challenges that may limit their access to, participation in or outcomes from the curriculum.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

Education support workers will apply knowledge of appropriate educational responses as part of a team supporting students with learning difficulties.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

Elements define the essential outcomes.

1. Identify problems experienced by students in need of additional support

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1.1 Identify, in collaboration with the teacher the specific learning needs of the individual student
1.2 Identify any real barriers or potential barriers to learning

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Contribute to team planning for students in need of additional support

2.1 Provide observations to the education team to inform the process of planning for students requiring additional support

2.2 Develop expectations for students, with the education team

2.3 Discuss strategies to increase student access to learning, with the education team

2.4 Identify and assemble required resources

3. Provide support to students in need of additional support

3.1 Use assistive technologies where appropriate

3.2 Implement planned strategies to meet the needs of individual students

3.3 Provide students with regular opportunities for practising new skills

3.4 Monitor student progress and inform teachers on a regular basis

4. Provide support to teachers of students in need of additional support

4.1 Cooperate in the implementation of programs and strategies designed by teachers

4.2 Monitor and arrange maintenance of any equipment used to support students

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCEDS022 Work with students in need of additional support

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- contributed to the education team and participants in planning for students in need of additional support to achieve their full potential, including:
 - setting up and using adaptive technologies required by students
 - adapting education resources to meet the needs of students with learning difficulties
 - using professional language when working with teachers and other professionals.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

These include knowledge of:

- language, literacy and numeracy support strategies appropriate to the phase of learning
- appropriate support for a range of learning situations for students with various reasons for requiring additional assistance including physical, intellectual or learning disabilities, medical conditions, or emotional or psychological issues
- physical, emotional and social support that may be required by individual students
- individual education plans and behaviour management plans.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCEDS023 Supervise students outside the classroom

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to supervise students in school grounds, community settings, and other non-classroom environments.

The unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

Elements define the essential outcomes.

1. Identify potential risks associated with an activity in cooperation with relevant personnel

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

- 1.1 Assess the environment for physical hazards and impediments to the active supervision of students
- 1.2 Identify physical, psychological and logistical risks to be considered in the risk evaluation
- 1.3 Use planning strategies to address identified risks and hazards in activities
- 1.4 Access information about additional needs of students to inform the supervisory process
- 1.5 Review information about children's health and medical needs prior to out-of-class activity

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Use positive student management techniques

2.1 Establish expectations for student behaviour in advance of the activity in accordance with the organisation's positive behaviour support plan

2.2 Model positive interactions with students and other adults at all times

2.3 Use verbal and non-verbal techniques to acknowledge and influence student behaviour

2.4 Supervise and monitor area of responsibility and students in order to respond to situations in a timely manner

2.5 Use timely interventions to prevent escalation of incidents

3. Maintain calm and confident demeanour

3.1 Monitor and control personal stress levels

3.2 Articulate verbal directions in a clear and moderate tone and repeat this where necessary

3.3 Assess situations and determine suitable action

3.4 Use planned strategies to defuse stressful situations before they escalate

3.5 Summon assistance when necessary using the organisations planned methods of communication

3.6 Follow the organisation's debriefing processes

4. Review and reflect on the effectiveness of strategies and performance

4.1 Evaluate the effectiveness of strategies with other members of the education team

4.2 Revise strategies when necessary

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCEDS023 Supervise students outside the classroom

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- used a range of supportive behaviour techniques, as described in the education organisation's supportive behaviour plan, and contributed to the development of risk-management strategies for non-classroom based activities, including:
 - valuing and responding appropriately to cultural difference
 - making accurate observations and assessments of student interactions
 - reporting information accurately and correctly according to organisational standards.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

These include knowledge of:

- supportive behaviour techniques appropriate to the education environment and students
- risk-management procedures of the organisation
- appropriate sources of required additional information about students to be supervised
- reporting requirements for hazards/incidents
- effective use of communication equipment/procedures
- responsibilities of the education support worker when supervising students in non-classroom environments.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- education organisation's behaviour and support plan.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCEDS024 Use educational strategies to support Aboriginal and/or Torres Strait Islander education

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.</p>

Application

This unit describes the skills and knowledge required to support, contribute to and coordinate education opportunities for students, including those from Aboriginal and/or Torres Strait Islander backgrounds.

This unit applies to work undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

It addresses inclusion of community members in school activities, demonstration that everyone is valued in day-to-day interactions and support for students' development of their self-concept.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

Elements define the essential outcomes.

1. Contribute to a positive education environment

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

- 1.1 Access and clarify organisation policies and legislation relating to Aboriginal and/or Torres Strait Islander education with relevant personnel
- 1.2 Build positive relationships that value diversity through all interactions with students
- 1.3 Identify and consult with appropriate persons to obtain knowledge of local region and cultural identity
- 1.4 Contribute to the planning and inclusion of Aboriginal and/or Torres Strait Islander contexts in education programs and the learning environment

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Support community engagement

2.1 Access community resources and personnel in a culturally appropriate way which shows respect for local culture and customs

2.2 Invite community members to contribute personally and/or through provision of resources to education programs

2.3 Negotiate with community members regarding approaches to provision of pastoral care initiatives ensuring the inclusion of appropriate personnel

3. Support the cultural identity of Aboriginal and/or Torres Strait Islander students

3.1 Develop own skills and knowledge to enhance interactions with Aboriginal and/or Torres Strait Islander students

3.2 Support the management of information in a culturally appropriate manner, including identification of how and with whom information can be shared

3.3 Provide opportunities for Aboriginal and/or Torres Strait Islander students to share local context and cultural knowledge

3.4 Use cultural diversity to enhance education opportunities for all students

4. Support literacy and numeracy strategies

4.1 Select and where necessary contextualise literacy and numeracy resources to create meaningful learning experiences in consultation with the teacher

4.2 Support the management of literacy and numeracy program resources and personnel

4.3 Select delivery and communication strategies in consultation with the teacher

4.4 Obtain advice to identify barriers to learning and to develop strategies that match the students' learning needs

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCEDS024 Use educational strategies to support Aboriginal and/or Torres Strait Islander education

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- contributed to a positive education environment, including:
 - being assertive in influencing planning to include Aboriginal and/or Torres Strait Islander perspectives
 - acquiring knowledge of local Aboriginal and/or Torres Strait Islander culture
 - developing own skills and knowledge regarding Aboriginal and/or Torres Strait Islander culture
- used a range of communication skills to effectively interact with and liaise between differing cultural contexts, including:
 - inviting community members to contribute to education programs
 - negotiating with community members regarding approaches to pastoral care initiatives
 - accessing community resources and personnel
- supported literacy and numeracy strategies in consultation with the teacher, including:
 - selecting and contextualising literacy and numeracy resources to create meaningful learning experiences
 - selecting delivery and communication strategies
 - identifying barriers to student learning and developing strategies to overcome these.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- differences between cultural groups
- requirements of anti-discrimination legislation
- benefits of diversity to the school community
- principles and practices of cultural awareness and cross-cultural communication
- local Aboriginal and/or Torres Strait Islander culture
- education policies and initiatives designed to support learning outcomes for Aboriginal and/or Torres Strait Islander people
- information sources for local Aboriginal and/or Torres Strait Islander people
- range of teaching and learning strategies.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCEDS025 Facilitate learning for students with disabilities

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.</p>

Application

This unit describes the skills and knowledge required by education support workers to effectively contribute to learning experiences for students with a range of disabilities.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

Elements define the essential outcomes.

1. Comply with policies, procedures and legislation that addresses work with students with disabilities

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

- 1.1 Identify legislative requirements
- 1.2 Use work practices that meet requirements of policies, procedures and legislation related to working with students with disabilities
- 1.3 Review conduct in compliance with requirements

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Demonstrate inclusive practices

- 2.1 Use accurate and non-discriminatory language
- 2.2 Include all students in group activities
- 2.3 Display respectful interactions with all students, including maintaining confidentiality
- 2.4 Ensure all students have access to a safe learning environment
- 2.5 Demonstrate value for the rights and opinions of all students

3. Provide support to the teacher of students with disabilities

- 3.1 Use knowledge of students to assist teacher to set goals for the student
- 3.2 Gather and record data as directed by the teacher
- 3.3 Develop support strategies for individuals to enable the achievement of learning goals
- 3.4 Identify, prepare and maintain resources to support the delivery of education programs

4. Contribute to an education adjustment profile for students with disabilities

- 4.1 Raise awareness of social and academic barriers for students with disabilities
- 4.2 Provide observations to inform an education adjustment profile
- 4.3 Contribute to profile meetings
- 4.4 Implement the education program

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCEDS025 Facilitate learning for students with disabilities

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- demonstrated inclusive practices, and developed strategies and implemented them for at least one student with a disability
- worked in collaboration with the teacher and others to promote support for at least one student.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

These include knowledge of:

- relevant legislation, policies and standards that regulate education service delivery, occupational health and safety, behaviour support, and anti-discrimination and child protection
- effects of one disability on student development and learning
- a basic level of at least four disabilities
- implications for learning of one disability
- accurate language relevant to the range of disabilities
- organisation processes for provision of support to students with disabilities
- support appropriate to a variety of learning situations for students with disabilities
- identification and description of the nature of a range of disabilities
- how to explain the effects of a range of disabilities on student development and learning
- ways to discuss the implications of an identified disability.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCEDS026 Deliver elements of teaching and learning programs

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required by education support workers to deliver delegated structured learning activities to students.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Establish an environment conducive to learning

1.1 Discuss the learning activity with the supervising teacher to confirm delivery requirements

1.2 Identify individual learning needs with the supervising teacher and agree on appropriate strategies

1.3 Confirm availability of resources before activity commences and list resources to be used

2. Deliver and facilitate learning

2.1 Establish a learning relationship with students using appropriate verbal and non-verbal communication skills

2.2 Initiate relationships with and between students that support inclusion, acknowledge diversity and contribute to a positive learning environment

2.3 Interact with students based on principles of practice and according to learning styles and identified learner characteristics

2.4 Provide opportunities for students to use a range of skills during learning activities

2.5 Use a range of delivery strategies, technologies and equipment to optimise student learning

3. Demonstrate effective facilitation skills

3.1 Use suitable presentation techniques to ensure the delivery is engaging and relevant

3.2 Use facilitation skills to ensure effective

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

participation, and individual and group management

3.3 Monitor and document students' progress using agreed observation techniques

4. Monitor learning and review delivery

4.1 Monitor and document student progress to ensure desired outcomes are being achieved and the needs of individual learners are met

4.2 Complete all required documentation accurately to meet organisational requirements

4.3 Review and consider own delivery performance

4.4 Request feedback and documents from the supervisor on quality of delivery and areas for improvement of performance

4.5 Implement identified improvements to delivery techniques

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Education environment may include:
- Government school (pre-primary, primary and secondary)
 - Private/non-government school (pre-primary, primary and secondary)
 - Education centre
 - Kindergarten
 - Special education centre
 - Community education centre

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCEDS026 Deliver elements of teaching and learning programs

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- facilitated learning for students and demonstrated the use of principles of practice in classroom/learning environment situations
- made adjustments to resources/activities to meet individual learning needs
- used a range of appropriate behaviour-support techniques
- monitored and documented student progress accurately and completely within organisational requirements
- maintained confidentiality of student information.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

These include knowledge of:

- the application of the principles of practice as used in the employing education environment for a specific phase of learning
- the principles of effective teaching and learning.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCEDS027 Support flexible learning in an education environment

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to work with teachers to support flexible learning for students in an education environment.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Establish the learning environment

1.1 Access flexible learning programs to determine learning outcomes or objectives to be met in consultation with supervisor

1.2 In consultation with the teacher, design the learning space to meet access, health and safety, and supervision criteria

1.3 Arrange work spaces to encourage focused participation of students in flexible learning

1.4 Establish the range of activities, resources and any assessment requirements with the learner and the course facilitator

1.5 Obtain and make available resources for students as required

1.6 Confirm, where appropriate, technical requirements for the flexible learning environment

1.7 Identify and organise specific technical support needs and mechanisms for flexible delivery

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Facilitate flexible learning for students

- 2.1 Develop flexible learning protocols in consultation with the supervisor
- 2.2 Conduct inductions with learners to the flexible learning environment including clarification and agreement of the objectives and protocols
- 2.3 Provide technical and personal support while students are engaged in flexible learning activities
- 2.4 Establish relationships that support inclusiveness, acknowledge diversity and encourage a positive learning environment

3. Monitor and review flexible learning support

- 3.1 Monitor learner progress and report any identified issues to the supervisor
- 3.2 Provide support and guidance within and outside the learning environment
- 3.3 Monitor students interactions with others and participation in flexible learning activities and make interventions, where necessary, to maintain momentum and engagement
- 3.4 Encourage and promote learner collaboration within and outside the learning environment to enhance learning experiences
- 3.5 Reflect on own performance as a flexible learning support worker with a focus on continuous improvement
- 3.6 Identify, discuss with relevant personnel, and document recommendations for improvements to facilitating flexible learning and appropriateness of flexible learning systems, tools and resources

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Writing - in order to communicate with students and colleagues through email, e-learning software and correspondence.

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Learning environment: - Learning may take place in a classroom environment, in an online environment or through distance learning.

Education environment may include:

- Government school (pre-primary, primary and secondary)
- Private/non-government school (pre-primary, primary and secondary)
- Education centre
- Kindergarten
- Special education centre
- Community education centre

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCEDS027 Support flexible learning in an education environment

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- established a learning environment on two separate occasions, including:
 - determining learning outcomes of flexible learning programs with supervisor
 - designing learning space to meet the needs of students
 - establishing a range of activities, resources and assessment requirements with learner and course facilitator
 - confirming technical requirements and organising technical support needs
- facilitated flexible learning for at least two students, including:
 - developing flexible learning protocols with supervisor
 - conducting induction to flexible learning environment
 - providing students with technical and personal support during activities
 - establishing positive relationships
- monitored progress of at least two students and reported any issues to supervisor
- made interventions when students were losing momentum and engagement
- reflected on own practice and identified areas for improvement
- identified, discussed and documented recommendations for improvements to flexible learning with relevant personnel.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- technical knowledge sufficient to distinguish between a technical problem and a content problem, and to respond accordingly
- a range of flexible learning methodologies and programs available for use
- issues that may be encountered by students with disabilities
- learner attitudes to flexible learning
- levels of support appropriate to a variety of learning situations.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- technical support
- flexible learning environment
- flexible learning resources, including communication resources.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCEDS028 Assist in production of language resources

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to application and scope of unit. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required by education support workers to assist a teacher in the development and production of language resources to assist students' learning where English is a second language.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

Elements define the essential outcomes.

1. Identify a range of language resources in conjunction with teacher

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1.1 Research and identify different types of language resources which can be used to present words and/or sentences for learning

1.2 Identify existing language sources in the community which can be used for assisting the development of resources

1.3 Source any additional language resources required for use in learning activities

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Plan for the development of language learning resources in conjunction with teacher

- 2.1 Identify the intended audience and purpose of language resources
- 2.2 Establish the type and form of language resource required to meet specific learning needs
- 2.3 Access a range of sources for the development of the language resources
- 2.4 Demonstrate respect for community protocols and ownership of language in the development of language resources
- 2.5 Plan for the development of identified language resources

3. Assist teacher to produce language resources

- 3.1 Use appropriate technology and equipment to produce language resources
- 3.2 Consult with students, teachers and community members in the production of language resources to ensure protocols are maintained
- 3.3 Produce language resources in accordance with organisation guidelines for resource production
- 3.4 Evaluate the effectiveness of language resources in consultation with students, teachers and community members

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCEDS028 Assist in production of language resources

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to application and scope of unit. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- engaged with students and communities where English is not the first language on at least two occasions
- demonstrated respect for language ownership in communities where required
- applied an understanding of community protocols for accessing information for language resource development
- recognised suitable technologies for the development of resources
- produced language resources at expected organisational standards using correct grammar, spelling and punctuation.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

These include knowledge of:

- community languages and dialect variations in work community
- community protocols for researching and using languages in the community
- guidelines and procedures for development and production of learning resources
- evaluation strategies involving stakeholder participation.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCEDS029 Assist teacher to develop Aboriginal and/or Torres Strait Islander language and culture lessons

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to assist a teacher to develop a series of lessons relating to local Aboriginal and/or Torres Strait Islander languages and culture.

This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Develop knowledge of local languages and cultures

1.1 Identify and research local Aboriginal and/or Torres Strait Islander languages

1.2 Identify and research local Aboriginal and/or Torres Strait Islander cultures

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Assist teacher to plan a series of learning experiences in Aboriginal and/or Torres Strait Islander language and culture

2.1 Assist teacher to identify curriculum requirements for Aboriginal and/or Torres Strait Islander languages and culture

2.2 Support teacher to develop a plan for a sequence of effective language and culture learning experiences

2.3 Identify effective language and culture activities to incorporate into learning experiences

2.4 Assist teacher to develop assessment and evaluation criteria for a sequence of learning experiences

2.5 Aid teacher in delivery and evaluation of a sequence of learning experiences

2.6 Gather and evaluate assessment data for further planning

3. Engage with students in extensive language and literacy learning

3.1 Identify context for learning an Aboriginal or Torres Strait Islander language

3.2 Assist teacher to plan language learning activities to address identified context for language learning

3.3 Implement language learning activities in consultation with teacher

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCEDS029 Assist teacher to develop Aboriginal and/or Torres Strait Islander language and culture lessons

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- assisted a teacher to plan a series of learning experiences in Aboriginal and/or Torres Strait Islander language and culture, including:
 - assisting teacher to identify curriculum requirements
 - helping teacher to develop a sequence of learning experiences
 - identifying language and culture activities to be incorporated into learning experiences
 - assisting teacher to develop assessment and evaluation criteria
 - supporting teacher to deliver and evaluate sequence of learning experiences
 - gathering and evaluating assessment data
- identified context for learning an Aboriginal and/or Torres Strait Islander language
- demonstrated an increase in language levels of at least one student in their own Aboriginal and/or Torres Strait Islander language.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- local cultures and languages
- school policies and programs relating to the promotion of language and culture in the school
- Aboriginal and/or Torres Strait Islander languages and cultures
- language and literacy learning strategies and activities.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCEDS030 Coordinate e-learning programs

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to application and scope of unit. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required for education support workers to coordinate learning programs/activities using an e-learning management system.

It includes establishing the learning environment, inducting students into the learning program, assisting them to use the available functions of the system, dealing with technical problems, and collation of student data from the system to inform reviews.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

Elements define the essential outcomes.

1. Establish online learning environment according to provided specification

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

- 1.1 Identify e-learning purpose and learning program requirements
- 1.2 Negotiate scope and structure of learning activities and any requirements for assessment with the teacher in line with organisation requirements
- 1.3 Design the learning space in collaboration with the course owner, in accordance with e-learning goals, social constructivist approaches, school routines and budgetary considerations
- 1.4 Establish student access to the site in accordance with educational organisation requirements
- 1.5 Use e-learning management system to record a range of student and course information

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Coordinate e-learning activities

2.1 Agree protocols and netiquette with e-learners in accordance with organisation requirements

2.2 Induct students into the course procedures and the capability of the e-learning management system

2.3 Facilitate interaction between students to encourage and develop a community of learners

2.4 Provide opportunities for students to reflect and record own progress

3. Provide ongoing support for e-learning management system

3.1 Provide students with personal and technical support while they are engaged in e-learning, using online communication and personal contact

3.2 Give support and guidance to students using the e-learning environment, taking into account student learning characteristics

3.3 Identify errors or difficulties with e-learning management system and/or technical infrastructure and provide ongoing support and solutions

3.4 Provide effective administration of the e-learning management system

ELEMENT

Elements define the essential outcomes.

4. Review the effectiveness of the e-learning course

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

- 4.1 Obtain feedback from educational/training organisation on levels of satisfaction with e-learning against set criteria
- 4.2 Collect quantitative data from the e-learning management system and analyse against set criteria
- 4.3 Take time to reflect on own performance as a facilitator of an e-learning management system
- 4.4 Analyse data collected to identify potential improvements to the delivery of the learning program
- 4.5 Identify recommendations for improving the facilitation of e-learning programs, resources and tools
- 4.6 Document recommendations in accordance with the education/training organisation's requirements and provide to relevant authorities for consideration

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCEDS030 Coordinate e-learning programs

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to application and scope of unit. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- adjusted one e-learning site and content to suit educational/training organisation requirements, learner and group needs and to effectively address needs of at least two individuals, including:
 - correctly use e-learning tools, including communication tools, learning activity tools, assessment tools and monitoring tools
 - identifying technical problems and being able to troubleshoot or know where to get required technical assistance.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

These include knowledge of:

- principles of learning in a virtual environment
- technical components sufficient to distinguish between a technical problem and a content problem, and to respond accordingly
- technical information required to work within the e-learning management system
- use of systems that allow monitoring of students
- structure and content of relevant e-learning resources
- ethics related to e-learning (e.g. duty of care, security of information, plagiarism)
- rationale for the use of different learning activities.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- educational equipment and teaching aids
- computer and internet link to an e-learning management system.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCEDS031 Provide support to students with autism spectrum disorder

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge to provide support to students who have education needs associated with an autism spectrum disorder (ASD).

This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Research autism spectrum disorder

1.1 Document the historical context and current research relating to autism spectrum disorder

1.2 Identify and document the processes of establishing a diagnosis of ASD

1.3 Report on the difficulties experienced by students with ASD

1.4 Identify the implications of the disorder on effective teaching and learning practices

2. Provide support to students with autism spectrum disorder

2.1 Work with the education team to assist the student with ASD

2.2 Work as a team member to implement education programs

2.3 Support the student to have positive social interactions

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Provide support to teachers of students with autism spectrum disorder

3.1 Contribute to goal setting for the student as part of the education team

3.2 Support the teaching strategies used by the teacher

3.3 Discuss issues with the teacher and other professionals as required

3.4 Identify, maintain, prepare and use suitable resources for students with ASD

3.5 Take appropriate steps, if required, to maintain personal safety of self and others

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCEDS031 Provide support to students with autism spectrum disorder

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- contribute to planning and support for students with ASD on at least one occasion
- provided support to one or more students with the disorder by:
 - selecting and using suitable resources
 - implementing educational programs
 - supporting positive social interactions
- used professional language and demonstrated the importance of confidentiality in talking with teachers and other professionals.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

These include knowledge of:

- ASD and its effects on development and learning
- communication techniques for engaging students with ASD in the education context
- education facility's policy related to working with people with a disability
- other professionals and their work in relation to ASD
- use of professional language
- legislation related to anti-discrimination, disability in the education environment, child safety and inclusiveness
- positive behaviour-support techniques.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCEDS032 Support learning and implementation of responsible behaviour

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to assist the individual and education organisation to implement responsible behaviour plans.

The unit develops an understanding of relevant legislation and organisation policies.

This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Research and document legislative and organisation policy requirements

- 1.1 Access legislation and organisation policies in relation to behaviour support concerns
- 1.2 Identify and confirm essential requirements of relevant legislation and organisation policies
- 1.3 Conduct and review work practices in accordance with requirements of legislation and organisation policies
- 1.4 Identify organisation requirements for student and learning environment behaviour strategies and plans

2. Create safe learning environments to socially support student learning

- 2.1 Plan and implement learning experiences in consultation with the teacher
- 2.2 Establish constructive relationships with students based on mutual trust and respect
- 2.3 Engage in inclusive communication with students
- 2.4 Establish strategies for promoting collaborative relationships between students

ELEMENT

Elements define the essential outcomes.

3. Support implementation of strategies for student responsibility in behaviour management

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

- 3.1 Work in consultation with the teacher to identify behaviour management strategies to support students in learning to take responsibility for their own behaviour
- 3.2 Establish learning environments that assist students to work collaboratively
- 3.3 Implement strategies for assisting students to monitor and review their own behaviour
- 3.4 Create learning experiences for students to develop effective communication skills and appropriate social and learning behaviours
- 3.5 Implement strategies for providing regular feedback and reinforcement to students
- 3.6 Examine classroom behaviour management practices for effectiveness
- 3.7 Follow support processes for students requiring specific skills in developing and maintaining behaviours
- 3.8 Evaluate and implement strategies for improving professional practice
- 3.9 Use collaborative problem-solving skills when working with colleagues and students
- 3.10 Take appropriate steps, if required, to maintain personal safety of self and others

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCEDS032 Support learning and implementation of responsible behaviour

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- accessed and referenced documented research information using relevant standards
- adhered to education organisation's policies and procedures
- demonstrated supportive and collaborative relationships with students, including:
 - making use of a range of appropriate behaviour-management strategies
 - implementing student self-management strategies
 - interpreting feedback from colleagues relating to policies and procedures
 - reflecting on personal skills in behaviour management.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

These include knowledge of:

- assessment strategies involving learner's participation
- available professional support services and resources
- child and adolescent development theories
- effective communication skills
- factors to promote or diminish the student's intrinsic motivation
- importance of the student's self-esteem in the learning process
- origins of inappropriate behaviour and the impact on student learning
- differing philosophical approaches to behaviour support
- practices and strategies for non-violent crisis prevention and intervention
- requirements of relevant legislation and organisation policies in relation to behaviour
- typical (and atypical) behaviours encountered in the education environment
- universal precautions for risk management
- when and how to implement consequences for inappropriate behaviour
- whole-of-school and student approaches to behaviour support.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCPRT001 Identify and respond to children and young people at risk

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to support and protect children and young people who are at risk of harm. This work occurs within legislative and policy frameworks and carries a duty of care responsibility.

This unit applies to workers in a range of job roles providing services to children and young people including in community services and health contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Implement work practices which support the protection of children and young people

1.1 Identify children and young people at risk of abuse or neglect by observing signs and symptoms, asking open and non-leading questions, being aware of protective issues and using child protection procedures where appropriate

1.2 Respond to disclosure, information or signs and symptoms in accordance with state legislative responsibilities and the service policies and procedures

1.3 Routinely employ child-focused work practices to uphold the rights of the child and encourage them to participate in age-appropriate decision-making

1.4 Employ communication and information-gathering techniques with children and young people in accordance with current recognised good practice

1.5 Ensure decisions and actions taken are within own level of responsibility, work role, state legislation and service policies and procedures

2. Report indications of possible risk of harm

2.1 Accurately record relevant specific and general circumstances surrounding risk of harm in accordance with state legislation, service policies and procedures and ethics

2.2 Promptly record and report risk-of-harm indicators, including the circumstances surrounding the

risk of harm according to service policies and procedures

2.3 Ensure writing in reports is non-judgemental

2.4 Work collaboratively with relevant agencies to ensure maximum effectiveness of report

3. Apply ethical and nurturing practices in work with children and young people

3.1 Protect the rights of children and young people in the provision of services

3.2 Identify and seek supervision support for issues of ethical concern in practice with children and young people

3.3 Employ ethical and nurturing practices and observe professional boundaries when working with children and young people

3.4 Recognise and report indicators for potential ethical concerns when working with children and young people

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

- Reading - in order to read and understand forms and to make accurate reports
- Writing - in order to record details of children and young people at risk and to make reports using handwritten skills and computer skills

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCPRT001 Identify and respond to children and young people at risk

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- implemented work practices which support the protection of children and young people, including:
 - complying with regulations, legislations and duty of care responsibilities
 - employing child-focused work practices to uphold the rights of children and young people
 - maintaining confidentiality
 - providing appropriate responses in the protection of children and young people
- read and interpreted the procedures for reporting children at risk in line with organisational expectations and legislative requirements.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- indicators of the different types and dynamics of abuse as they may apply to age, gender, disability, culture and sexuality
- child protection legislation in the relevant state or territory
- United Nations Convention on the Rights of the Child
- impact of risk of harm
- duty of care responsibilities
- trauma-informed care
- ethical considerations including:
 - approaches that incorporate the conventions on the rights of the child, and human rights
 - obligations as defined by the job specification and employing organisation
 - obligations as stated in relevant codes of practice, licensing, accreditation registration to professional bodies, service agreements
 - principles of ethical decision-making
- overview of legal system and how it pertains to the job role, in particular:
 - child protection system, including reporting protocols, responses to reporting and interagency policies
 - state/territory requirements and processes for notifying suspected abuse and reporting process
 - statutory and policy requirements relating to job role
- organisation standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCPRT002 Support the rights and safety of children and young people

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to address duty of care requirements, working within an ethical framework and applying relevant legislation, codes of conduct, international agreements (such as the Convention on the Rights of the Child), policies and procedures in identifying, responding and supporting children's and young people's rights and safety.

This unit applies to workers involved in delivering services to children and young people in a wide range of community services and work contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Implement work practices which support the protection of children and young people

- 1.1 Comply with lawful instructions, regulations, duty of care and boundaries of practice in all work activities
- 1.2 Routinely employ child-focused work practices to uphold the rights of children and young people to participate in decision-making where it is age appropriate
- 1.3 Use communication and information-gathering techniques with children and young people in accordance with current recognised good practice
- 1.4 Ensure decisions, responses and actions taken are appropriate and within own work role, legislative requirements and organisation procedures
- 1.5 Continually update own knowledge and skills as required to work effectively and participate in practice supervision processes
- 1.6 Maintain confidentiality as appropriate

2. Identify indicators of abuse and act appropriately

- 2.1 Identify children and young people at risk of harm by routinely implementing child protection procedures when appropriate
- 2.2 Respond to disclosure in accordance with accepted standards, techniques and legislative obligations
- 2.3 Gather and record information about the child's or young person's behaviour and identify uncharacteristic

ELEMENT

Elements define the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

behaviour

2.4 Monitor the circumstances of children who are identified as highly vulnerable to abuse

2.5 Promptly report risk of harm indicators in accordance with statutory and organisation procedures

2.6 Work collaboratively with relevant agencies to ensure maximum effectiveness of report

3. Apply ethical practices and safeguard the rights and interests of children and young people

3.1 Identify and seek supervisor support for issues of ethical concern in practice with children and young people

3.2 Develop ethical practices for implementing professional boundaries consistent with child protection legislation in relevant jurisdiction

3.3 Recognise indicators for potential ethical concerns when working with children and young people

3.4 Report unethical behaviour according to organisational procedures and policies

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

- Learning - in order to review and plan updates of own skills

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information**Links**

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCPRT002 Support the rights and safety of children and young people

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- implemented work practices which support the protection of children and young people, including:
 - complying with regulations, legislations and duty of care responsibilities
 - employing child-focused work practices to uphold the rights of children and young people
 - maintaining confidentiality
 - providing appropriate responses in the protection of children and young people
- used appropriate communication strategies to gather information from children and young people
- identified and responded to indicators of children or young people at risk of harm and abuse on at least three separate occasions, including:
 - gathering and recording information about the child or young person
 - identifying uncharacteristic behaviour of child or young person
 - monitoring the circumstances of children identified as highly vulnerable
- reported risk-of-harm indicators
- sought support from supervisor for issues of ethical concern.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- child- and young person-focused practices
- child protection system, including policies and protocols
- common legal issues when working with children and young people
- risk-of-harm indicators
- organisation guidelines and policies and accepted standards for responding to risks of harm to children and young people
- overview of relevant aspects of the legal system
- organisation standards, policies and procedures
- communication techniques to engage and interact with young people.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCPRT003 Work collaboratively to maintain an environment safe for children and young people

Modification History

Release	Comments
Release 1.1	Changes to metadata and links. Equivalent outcome.
Release 1.0	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Combination of content from units CHCPROT429A and CHCRF301E. Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to work within an established child protection framework. It also covers standard protocols to maintain a safe environment for children and young people.

This unit applies to a range of child protection work occurring in an interagency framework of practice.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Implement principles of child protection

- 1.1 Perform work requirements according to legal, political and community expectations of child protection work
- 1.2 Demonstrate understanding of the child protection system, roles and responsibilities of key agencies
- 1.3 Recognise the impacts of child abuse and neglect in the processes of investigation and assessment

2. Apply agreed protocols and guidelines for collaborative practice

- 2.1 Conduct all work within agreed guidelines of collaborative practice
- 2.2 Prioritise experiences of child when supporting needs, rights and interests of the child
- 2.3 Acknowledge and manage challenges of child protection work in a collaborative practice framework
- 2.4 Apply effective safe work and self-management strategies in child protection duties

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Work collaboratively with children and families from diverse backgrounds

- 3.1 Identify risk factors for families and support them to address these risks
- 3.2 Respond appropriately to children and families with culturally and linguistically diverse backgrounds
- 3.3 Develop effective working relationships with agencies supporting children and families from diverse backgrounds
- 3.4 Liaise and consult with other agencies and personnel as appropriate
- 3.5 Provide referrals to support families

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

- Oral communication – in order to facilitate collaborative discussions with children and their families.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCPRT003 Work collaboratively to maintain an environment safe for children and young people

Modification History

Release	Comments
Release 1.1	Changes to metadata and links. Equivalent outcome.
Release 1.0	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Combination of content from CHCPROT429A and CHCRF301E. Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- worked collaboratively with at least two families, including:
 - applying a range of collaborative work practices when working with families, children, young people, colleagues and other agencies
 - adhering to child protection principles and work practices while performing work role
 - applying self-management strategies and safe work principles
 - communicating and responding appropriately to children and families
 - supporting families to ensure that the child or young person is safe
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at child protection service.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- legal, social and political context of child protection work
- interagency framework and agreed protocols
- roles and responsibilities of key agencies and personnel
- effects of child abuse and neglect and its impact on the process of investigation and assessment
- agreed guidelines of collaboration
- worker safety and self-management principles
- cultural and linguistic differences
- organisation standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in the workplace

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCPRT004 Work effectively in child protection to support children, young people and families

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required by child protection workers to support children and young people, and to assist families to ensure that children and young people are safe and appropriately cared for. It also covers the ethical, duty of care and legal requirements for this work.

This unit applies to work undertaken in paraprofessional child protection occupations in government and non-government organisations.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Demonstrate commitment to quality care for children and young people

- 1.1 Identify relationships between the legal, political and social framework within which the work is undertaken
- 1.2 Identify roles and responsibilities of system stakeholders and relationship to own work
- 1.3 Comply with duty of care, policy, regulatory, legislative and legal requirements
- 1.4 Identify and implement organisation policies and procedures
- 1.5 Reflect on personal values and attitudes and acknowledge their potential impact when working in child protection contexts
- 1.6 Follow risk-assessment procedures for child protection work
- 1.7 Focus on supporting the rights, interests and needs of children, young people and families
- 1.8 Ensure communication is age-appropriate, sensitive and respectful when dealing with children, young people and families

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Demonstrate ethical and safe work practices

2.1 Observe lines of accountability in work undertaken in child protection and communicate decisions to relevant authorities

2.2 Ensure client rights are protected

2.3 Demonstrate effective worker safety/wellbeing and self-management activities in professional practices

2.4 Use the relevant code of ethics, professional and organisation standards to guide service delivery

2.5 Plan responses to address emergency situations and other contingencies based on ethical standards and organisation requirements

2.6 Support staff to identify and resolve ethical dilemmas

2.7 Acknowledge the challenges inherent in the work and develop strategies to address them

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

- Oral communication – in order to facilitate collaborative discussions with children and their families.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCPRT004 Work effectively in child protection to support children, young people and families

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- worked with at least two children and/or young people and their families, including:
 - providing services in accordance with duty of care policy and legislative requirements
 - sensitively and appropriately communicating information about the child protection systems
 - supporting quality care for children and young people
- used self-management activities to support own safety/wellbeing, including:
 - developing a safety plan for direct contact with children, young people and families
 - identifying and appropriately managing the challenges of child protection work, including stress
 - overcoming barriers to effective self-care
- dealt effectively with a range of stakeholders in the system, including:
 - identifying and addressing challenges or barriers faced by children, young people and families
- supported other child protection staff to identify and resolve ethical challenges arising from their work roles.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role. These include knowledge of:

- history and recent developments in child protection
- approaches of child-centred, family-focused practice
- children's court procedures including:
 - preparing and supporting children, young people and families pre- and post-court
 - preparing for court
- indicators, effects and dynamics of abuse and neglect including:
 - the relationships between abuse and neglect, family violence, substance misuse, mental illness and disability
- issues related to the placement of children, including:
 - attachment and separation
 - effects of removal, incarceration
 - maximising safe family involvement/contact during placement
 - ongoing assessment of risk while in placement
 - pre-crisis planning for young people in out-of-home care
 - restoration/reunification planning for the child/young person's return home
- legal implications and responsibilities of statutory work, including:
 - government policies on indigenous communities, e.g. Stolen Generations
 - legal requirements for the interview process, mandatory reporting and reciprocal reporting
- organisation protocols relating to child protection work:
 - case management processes
 - challenges of child protection work
 - responsibilities of duty of care
- the ethical, legal, political and social framework, including:
 - child protection orders (an overview)
 - government strategic plans
 - practice principles
 - standards of care
 - professional codes and ethical frameworks
- age-appropriate sensitive oral communication techniques.

Assessment Conditions

Skills must be demonstrated:

- under supervision and in a child protection service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCPRT005 Work within a practice framework

Modification History

Release	Comments
Release 1	This new unit was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.

Application

This unit describes the skills and knowledge required to ensure that work is consistent with established practice frameworks.

This unit applies to people working in child protection contexts. Their work will require them to follow established procedures and ensure compliance with legislation and professional frameworks. Typically the worker will not supervise the work of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Research child protection functions

- 1.1. Research history of child protection
- 1.2. Clarify the purpose of child protection in Australia and the methods used to protect children
- 1.3. Identify local, state/territory, national and international authorities responsible for child protection
- 1.4. Research child protection policy and legislation

2. Identify and review professional practice frameworks

- 2.1 Source professional networks and resources to locate frameworks/standards for professional practice
- 2.2 Compare frameworks/standards to identify consistency with organisation policies and procedures, and relevant legislation
- 2.3 Evaluate the pros and cons of the different frameworks/standards

3. Reflect on own practice

- 3.1 Use frameworks/standards to reflect on own practice
- 3.2 Engage with respected colleagues to consider how frameworks/standards apply to own practice
- 3.3 Identify own areas of professional strength, and areas for improvement
- 3.4 Consider the alignment between the frameworks/standards and own values, organisational values, policies and procedures

4. Develop and improve practice

- 4.1 Explore options to improve own practice and take action to refine and further skill development
- 4.2 Continue to use professional experiences for reflective practice, critical inquiry about own values and beliefs and self-directed learning

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

- Learning – in order to reflect on and review own professional practice.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCPRT005 Work within a practice framework

Modification History

Release	Comments
Release 1	This new unit was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- sourced and critiqued child protection frameworks / professional standards
- used frameworks/standards to review own professional practice and identify strengths and areas for improvement
- engaged in ongoing reflective practice, critical inquiry about own values and beliefs, and self-directed learning.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- the purpose of child protection and the methods used to protect children
- authorities responsible for overseeing child protection
- child protection legislation
- a range of professional frameworks and standards, coming from national and state governments and peak bodies
- methods for self-development and ongoing professional education including:
 - clinical supervision
 - mentoring and coaching
 - job rotation
 - training
- reflective practice principles
- the principles of critical enquiry and action research.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- national frameworks, such as "Protecting Children is Everyone's Business: National Framework for Protecting Australia's Children 2009–2020"
- relevant state-based frameworks, such as Western Australia's "Signs of Safety Child Protection Practice Framework" and Victoria's "Best Interests Framework".

Note: assessors must ensure that frameworks referenced are current and address national and state contexts.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCPRT006 Build professional practice and sectoral expertise

Modification History

Release	Comments
Release 1	This new unit was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.

Application

This unit describes the skills and knowledge required to use professional experience and practice frameworks for reflective practice and deepening sectoral expertise.

This unit applies to people working in child protection contexts; their work will require them to follow established procedures and ensure compliance with legislation and professional frameworks. Typically the worker will be an experienced practitioner.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.

1. Review and critique practice frameworks

1.1 Identify practice frameworks for the protection of children in Australia

1.2 Identify international frameworks for the protection of children

1.3 Analyse ways in which the service reflects the requirements and intentions of different practice frameworks

2. Identify and review sectoral change

2.1 Consider the impact of policy, economic, social and technological change on the child protection sector

2.2 Identify the roles and responsibilities of key decision-making bodies and key stakeholders in the child protection sector

2.3 Compare the approaches to child protection taken by different agencies

3. Use reflective practice to enhance own practice

3.1 Work with supervisor to clarify role responsibilities and role expectations

3.2 Work with supervisor to reflect on own biases that might lead to blaming or uncertainty in challenging emotional contexts

3.3 Use emotional intelligence and empathy to develop and enhance work relations

3.4 Foster positive relationships with other practitioners, managers and sectoral experts for professional development

4. Recommend

4.1 Use sectoral knowledge and experience to make

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.

improvements to service delivery

recommendations to systems within the service

4.2 Support colleagues to review and improve their practice

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

- Learning – in order to reflect on and review own professional practice.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCPRT006 Build professional practice and sectoral expertise

Modification History

Release	Comments
Release 1	This new unit was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- sourced and critiqued national and international child protection frameworks and used these to analyse their own service and its methods and systems
- undertaken at least three clinical supervision sessions to reflect on own practice and develop insight into biases and blocks to working effectively with clients
- used professional experience and sectoral knowledge to recommend improvements to the service and support colleagues to enhance their practice.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- relevant legislation and policy
- key stakeholders in the sector and authorities responsible for overseeing child protection
- national and international practice frameworks
- the role and purpose of clinical supervision
- the principles of reflective practice.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- national frameworks, such as "Protecting Children is Everyone's Business: National Framework for Protecting Australia's Children 2009–2020"
- relevant state-based frameworks, such as Western Australia's "Signs of Safety Child Protection Practice Framework" and Victoria's "Best Interests Framework".

Note: assessors must ensure that frameworks referenced are current and address national and state contexts.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCPRT007 Provide supervision in the community

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required by workers who provide legislated and protective services to children and young people at substantial risk of abuse or neglect and/or who are subject to court mandates/orders.

This unit applies to community service work in security contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Promote cooperative behaviour

1.1 Communicate positive and realistic expectations of behaviour to child/young person

1.2 Use clear communication, suggesting positive options to encourage cooperation of child/young person

1.3 Draw attention of child/young person to positive aspects of their behaviour

1.4 Support child/young person to accept responsibility for meeting requirements of intervention and program

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Liaise with client providers

- 2.1 Identify and assess client needs
- 2.2 Discuss identified needs with client and relevant parties
- 2.3 Select and organise appropriate services according to identified needs
- 2.4 Ensure providers receive relevant client information
- 2.5 Complete all appropriate record-keeping and reporting accurately in accordance with defined procedures
- 2.6 Ensure allocated service delivery continues to match client requirements
- 2.7 Implement required changes where appropriate and as resources permit

3. Coordinate community programs

- 3.1 Assess specific client needs and match to an existing program
- 3.2 Consult relevant community organisations to identify available programs to meet specific client needs
- 3.3 Undertake appropriate work to ensure a thorough knowledge of content, purpose and access protocols of existing programs
- 3.4 Employ appropriate communication techniques to engage young clients and provide information about programs

4. Fulfil legislative responsibilities

- 4.1 Provide child/young person with community supervision in accordance with relevant legislation, policies and procedures
- 4.2 Provide supervision to assist clients to address their needs and issues
- 4.3 Source and validate appropriate information to write reports and case file notes
- 4.4 Prepare court-ordered reports in accordance with relevant legislation, policies and procedures
- 4.5 Consult child/young person in the preparation of reports if appropriate

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCPRT007 Provide supervision in the community

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- supported and promoted positive and cooperative behaviour for at least one child/young person, including:
 - communicating clearly and positively to the child/young person
 - identifying clients' needs, matching them to, and organising, appropriate services and programs
 - liaising with client service providers and providing all information required
 - undertaking any reporting requirements and record-keeping including the preparation of any court-ordered reports
 - monitoring service delivery and client requirements and making changes if required
 - providing appropriate supervision of child/young person
 - communicating all relevant information regarding services and programs to client as required.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- understanding adolescent clients and their special needs as individuals and as part of a group
- behaviour-management models, theories and techniques
- services and programs available and associated referral processes
- communication techniques to engage and interact with young clients
- organisational record-keeping protocols
- writing skills required to complete records accurately
- relevant legislation and responsibilities
- organisation standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCPRT008 Provide supervision in a secure system

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to supervise activities and provide for physical safety, security, wellbeing, care and protection for young offenders and staff.

This unit applies to community service work in security contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Support client induction and integration

1.1 Establish processes for resolving issues between workers, client and other residents

1.2 Explain to clients expectations of them while in facility

1.3 Ensure clear explanation of the rules, expectations and consequences of personal and communal behaviour in facility to client

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Protect the safety and welfare of clients

2.1 Evaluate options for maintaining the client's safety and take action in accordance with statutory and/or organisation requirements

2.2 Establish authority of person admitting the young person

2.3 Respond to incidents so as to safeguard the young person's safety

2.4 Maintain a healthy and safe environment to minimise potential for harm

2.5 Plan supervision to minimise potential for harm

2.6 Supervise workers to promote young person's rights

2.7 Ensure all legislative requirements are met by self and those supervised

3. Promote positive behaviour

3.1 Communicate positive and realistic expectations of young person's behaviour

3.2 Regularly identify examples of positive behaviour and reinforce them with the young person to encourage cooperation

4. Encourage participation in programs

4.1 Assess specific needs of young person and match to existing programs

4.2 Employ appropriate communication techniques to engage young person to address specific needs

4.3 Encourage and support young person to participate in all programs, especially those addressing offending behaviour

4.4 Ensure a thorough knowledge of existing programs including their content, purpose and access protocols

4.5 Provide relevant information to client as appropriate

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCPRT008 Provide supervision in a secure system

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- supported induction and integration on at least one occasion, including:
 - establishing processes for resolving issues between workers, clients and other residents
 - explaining rules, expectations and consequences of personal and communal behaviour
- consistently protected the safety and welfare of clients, including:
 - establishing authority and planning supervision to minimise potential for harm
 - responding to incidents
 - maintaining a healthy and safe environment
 - supervising workers to promote young person's rights
- communicated and identified examples of positive behaviour to encourage cooperation of young person
- assessed specific needs of at least one young person and matched the needs to existing programs
- encouraged and supported at least one young person to participate in appropriate programs
- provided one client with relevant information regarding existing programs.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

These include knowledge of:

- dynamics of adolescent offending
- dynamics of young offender's significant others
- understanding adolescent clients and their special needs as individuals and as part of a group, including specific needs relating to culture, ability, development and gender
- existing supervision programs, including their content, purpose and access protocols
- ways to identify and implement procedures used in a critical incident and/or situation, within relevant policy, procedures and legislation
- behaviour management models, theories and techniques
- security and safety procedures and policies.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCPRT009 Provide primary residential care

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to provide for the care and support of clients in residential care and assist their transition from primary/residential care.

This unit applies to work in a range of community service contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Outline terms of placement with client in care

1.1 Clearly explain what the client can expect from their placement, including the opportunities the placement presents and strategies for maximising benefits of the placement

1.2 Explain rules and consequences for behaviour and, where relevant, negotiate with client in ways that are understandable and culturally appropriate

1.3 Clarify boundaries of confidentiality with client

1.4 Use appropriate communication processes to resolve issues, review placement progress and explain external and internal grievance procedures

1.5 Explore and clarify understanding of client rights and expectations about direct care

1.6 Complete and maintain all relevant documentation in accordance with organisation procedures

2. Provide/mobilise domestic support

2.1 Address and negotiate ways to provide for client's daily needs

2.2 Implement all appropriate procedures to ensure the environment is clean, healthy and safe

2.3 Negotiate appropriate strategies for continued use, maintenance and/or disposal of client's personal possessions and consumables

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Provide for client education, support and development

- 3.1 Establish appropriate relationship with client to maximise access to development opportunities and participation in a range of services
- 3.2 Assist client to identify and implement appropriate goals, strategies and activities to enhance their move to autonomy and self-empowerment
- 3.3 Implement a range of approaches to life-skills training, including provision of positive role models to ensure client's specific needs are addressed
- 3.4 Make appropriate arrangements to support client in care to attend school or to undertake relevant vocational training and/or employment
- 3.5 Negotiate appropriate processes for provision of health care education with relevant referral agency/organisation/department to ensure their delivery
- 3.6 Agree on appropriate processes with client and relevant personnel to ensure client access to a range of emotional, social and physical support mechanisms

4. Contribute to reintegration of client

- 4.1 Negotiate required resources, services and ongoing support with client and significant others to ensure resettlement needs are assessed and addressed
- 4.2 Arrange with relevant parties for client to participate in employment, counselling, education and accommodation as appropriate
- 4.3 Undertake all relevant available activities designed to assist a successful transition from care
- 4.4 Negotiate with all relevant parties to identify appropriate levels of contact with client, once out of care

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

- Oral communication– in order to negotiate and clarify expectations with clients, service providers and other relevant parties when required.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCPRT009 Provide primary residential care

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- outlined terms of placement with at least one client in care, including expectations, rules, consequences for behaviour and client rights and responsibilities
- resolved issues, reviewed placement progress and explained grievance procedures
- completed and maintained all relevant documentation accurately
- provided/mobilised domestic support, including:
 - addressing and negotiating ways to meet clients' daily needs
 - implementing procedures to ensure environment is clean, healthy and safe
 - negotiating with client for the continued use, maintenance and/or disposal of their possessions and consumables
- provided clients with education, support and development, including:
 - implementing a range of approaches to life-skills training
 - making arrangements to support client to attend school or undertake vocational training and/or employment
 - negotiating with relevant referral agency/organisation for the provision of health care education
 - negotiating with client and personnel for access to a range of emotional, social and physical support mechanisms
- assessed and addressed resettlement needs of clients and negotiated required resources, services and ongoing support
- identified appropriate levels of contact with client once out of care.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

These include knowledge of:

- relevant statutory procedures, responsibilities and rights
- service protocols, philosophies and processes
- characteristics of appropriate client-worker relationships
- procedures to ensure the environment is clean, healthy and safe
- available resources and programs
- stages of grief
- the impact and signs of abuse
- cultural protocols, systems and taboos
- parenting models
- budgeting practices
- protocols for working with professional service providers
- models of child development.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCPRT010 Work with children and young people with complex trauma and attachment issues and needs

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to recognise indicators of trauma in children and young people of different ages and at different stages, and to identify their needs and those of their parents and carers.

This unit applies to those working with children and young people, in particular in contexts involving child protection, family services, and child and youth placement and support.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Seek information from families, carers, significant others and professionals

- 1.1 Identify appropriate sources of information about the child or young person
- 1.2 Gather accurate information about child-rearing practices and values of the cultural group to which the child or young person belongs
- 1.3 Compile a detailed overview of information available about developmental context and issues from pregnancy/birth to clarify impact of culture, family, home and community on the developmental history of child or young person

2. Identify developmental issues

- 2.1 Identify factors and incidents that may have influenced the child's development and the impact on current behaviour patterns and characteristics, using knowledge of common developmental trends
- 2.2 Recognise the variations in normal development
- 2.3 Identify how developmental delays might impact on developmental progress
- 2.4 Recognise issues associated with young children primarily seeking attachment rather than safety

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Identify indicators of trauma in children and young people

- 3.1 Access and accurately interpret available current information about possible indicators of trauma
- 3.2 Assess vulnerability of child as a consequence of violence, abuse and neglect
- 3.3 Identify extent of child's positive experiences of stable, sensitive, loving and stimulating relationships and environments
- 3.4 Clarify extent and duration of trauma, and develop strategies to ensure that interventions do not exacerbate child's trauma

4. Provide support to families impacted by trauma and violence

- 4.1 Encourage parents and carers to seek and accept appropriate support to manage their own shock and emotional responses
- 4.2 Listen calmly to information provided by child or young person and their parents and/or carers, and provide reassurance in line with the situation and child's age and stage of development
- 4.3 Encourage child or young person to talk about all aspects of the traumatic experience and its aftermath, if appropriate, as an open, accepting and reassuring listener
- 4.4 Monitor developmental and educational progress of child or young person in line with their developmental status and needs, within requirements of own work role
- 4.5 Implement actions to reduce the future likelihood of recurring trauma
- 4.6 Report situations of potential trauma in line with requirements of the organisation, legislation and work role

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCPRT010 Work with children and young people with complex trauma and attachment issues and needs

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- worked with one or more children or young people, and their families to:
 - review developmental progress
 - identify indicators of trauma and/or attachment disorder
 - ensure interventions do not exacerbate trauma
 - recover from trauma and prevent the likelihood of further occurrences.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

These include knowledge of:

- stages of human development and indicators of trauma associated with the different stages of development
- different cultural values and child-rearing practices and their potential impact on children and young people
- risks to healthy child development, including:
 - exposure to family violence, alcohol/substance abuse or other addictive behaviours
 - mental health issues, including self-harm or suicide attempts
 - disability or complex medical needs
 - chronic neglect
 - compounded or unresolved experience of inter-generational abuse/trauma, and loss and grief
 - sexual abuse
 - chaotic household/lifestyle
 - poverty, financial hardship, unemployment, problem gambling and homelessness
- factors that influence positive outcomes, including:
 - sense of belonging to home, family, community and strong cultural identity
 - positive and supportive peer groups.

Assessment Conditions

Skills must be demonstrated:

- through a child protection service and under professional supervision.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must involve:

- working with a child under professional supervision.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCPRT011 Develop and implement a multi-agency investigation and child risk assessment strategy

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to develop and implement a multi-agency investigation and assessment strategy in response to an allegation of child abuse and neglect.

This unit applies to a range of child protection occupations in government and non-government organisations where assessment of children at risk is a critical part of the job role.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Identify appropriate strategies for investigation and assessment

- 1.1 Identify key agencies and personnel to be involved in investigation and assessment
- 1.2 Consult with each agency and individual practitioners to define roles and responsibilities
- 1.3 Collect and share relevant agency information
- 1.4 Assess and clarify range issues to be addressed in response to the child's identified needs
- 1.5 Identify and respond appropriately to specific client characteristics including cultural, family and community issues
- 1.6 Liaise and consult with other agencies and personnel within organisation and reference appropriate interagency frameworks and protocols
- 1.7 Identify and assess potential risks to child, family and others
- 1.8 Assess and evaluate a range of intervention options according to the needs of the child and situation

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Select and implement the strategy

2.1 Use child protection frameworks to select and agree to the strategy for the investigation

2.2 Plan and support the implementation of practical arrangements

2.3 Implement the strategy that best meets the needs of the child and secures the safety and wellbeing of the child

2.4 Facilitate and support appropriate referrals as required

2.5 Record actions for strategy implementation according to organisation and interagency framework

3. Monitor and review the strategy

3.1 Define negotiable and non-negotiable aspects of the response strategy and implement processes to ensure these are maintained and monitored

3.2 Revise strategy in response to new information and changing circumstances

3.3 Manage communication between agencies for monitoring and review of strategy during and following action

3.4 Evaluate the effectiveness of the investigation and strategy, with reference to all agencies involved

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCPRT011 Develop and implement a multi-agency investigation and child risk assessment strategy

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- developed and implemented at least one multi-agency investigation into an allegation of child abuse or neglect, including:
 - sourcing key agencies for involvement in investigations and assessments and working collaboratively with those agencies
 - identifying key issues and considerations to be addressed in regard to the needs of the child and selecting and developing a strategy to respond to those issues
 - evaluating the chosen strategy to ensure it meets the key principles of child protection work
 - implementing the best strategy for the child and facilitating the associated practical arrangements
 - documenting the strategy, at all stages
 - working effectively and collaboratively with other agencies and personnel within organisational and interagency frameworks.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- roles, responsibilities and functions of key agencies and personnel participating in interagency and collaborative casework
- a range of potential issues that may present and require action in investigation and risk-assessment strategies
- organisation and interagency child protection frameworks
- range of options for intervention
- key principles of child protection work
- legislation and regulations of child protection work relevant to the investigation and assessment of children at risk
- organisation standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- a real multi-agency investigation and child risk assessment strategy

OR

- a detailed case study which reflects multi-agency roles and responsibilities

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCPRT012 Undertake and implement planning with at-risk children and young people and their families

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to undertake assessments of children and young people, and/or families, to develop an intervention strategy to reduce the risk of abuse.

This unit applies to a range of child protection occupations in government and non-government organisations.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Plan to ensure clients receive services appropriate to their needs

- 1.1 Review information about the client/s and their needs
- 1.2 Convene and attend relevant meetings to share information on clients, in preparation for intervention strategies and case plans
- 1.3 Develop and agree plan with relevant parties
- 1.4 Clarify and document roles and responsibilities of relevant agencies, service providers and professionals
- 1.5 Provide clients with information about the roles of different services available to them in accordance with organisation and legal requirements
- 1.6 Make referrals as appropriate to meet the needs of children, young people and their families

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Implement and review plan

2.1 Prioritise and undertake work to assure needs of clients are met within timeframe

2.2 Focus work commitments to prioritise the clients' needs

2.3 Provide relevant information and updates to relevant agencies, service providers and professionals

2.4 Routinely engage child, family and others to review the case plan and intervention strategy

2.5 Work within ethical and legislative guidelines

2.6 Document all procedures in accordance with organisational policies and procedures

Foundation Skills

The foundation skills describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCPRT012 Undertake and implement planning with at-risk children and young people and their families

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- developed and implemented at least three case plans through collaboration with key stakeholders which assess and address key risk factors in families and reduce risk to the child/young person
- demonstrated skills in case management and inter-agency work
- developed collaborative relationships with child, family and other key stakeholders
- demonstrated application of:
 - analysis and judgement
 - risk management
 - oral communication skills required to develop rapport with client, families and other agencies and staff members
 - clear and accurate writing skills to document the procedures of the organisation/service.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

These include knowledge of:

- legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- accepted organisation procedures, systems and practice for client assessment and allocation of services
- accepted practices for delivery of services to particular clients, including referral procedures
- options, methods and techniques to reduce the risk of child abuse
- issues affecting particular client groups including:
 - risk factors
 - cultural and religious differences
- the range of relevant agencies, service providers and professionals that can assist with the planning and delivery of services.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- case management documents and templates.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCPRT013 Support the progress and development of young people

Modification History

Release	Comments
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to support the development of young people, and to support responsibility for behaviour management and change.

This unit applies to staff working in a statutory context and staff supervising young people in community programs and agencies.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Maintain supportive contact with young people

1.1 Conduct interactions with young people in a fair, just, humane and positive manner

1.2 Use communication strategies with individuals for effective interaction and problem-solving, considering cultural sensitivities and adapting style and language to accommodate different cultural values and practices

1.3 Identify potential causes of conflict and use a range of appropriate and effective defusing responses

1.4 Use negotiation techniques to divert and minimise aggressive behaviour

1.5 Examine cause and effect and encourage appropriate responsibility and accountability for behaviour and its outcomes

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Monitor needs, risks and progress of young people

- 2.1 Use formal and informal methods to observe, monitor and gather information about individual and group behaviour
- 2.2 Assess behaviour for potential conflict and use a range of preventative and defusing strategies
- 2.3 Investigate behaviour and interactions in a fair, objective and consistent manner
- 2.4 Check information received from others for accuracy and determine the response which is consistent with the issues and their seriousness
- 2.5 Make decisions on actions that are consistent with all available evidence and organisation practice/procedures
- 2.6 Seek specialist advice and make referrals where required

3. Provide positive opportunities for behaviour change

- 3.1 Encourage and assist young people to maintain contact with family, friends and support according to services and resources available
- 3.2 Assist contacts between young people and networks in the community according to organisation procedures
- 3.3 Refer young people and family to community services and suitable specialists according to the nature and urgency of needs
- 3.4 Make contact with family and friends/supporters in accordance with young person's interests, and organisation practice
- 3.5 Assist young people to develop and maintain positive attitudes and appropriate relationships with staff, services, agencies and with personal supporters
- 3.6 Encourage young people to manage themselves and their development and relationships confidently and productively

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

4. Assist young people to manage risks

- 4.1 Challenge unacceptable behaviour and clearly outline options and opportunities to change with positive encouragement
- 4.2 Confirm the implications of risk-taking behaviour clearly, calmly and objectively
- 4.3 Use restraining techniques only according to organisation's policies and procedures and discontinue as soon as procedures specify.
- 4.4 Provide reports of incidents arising from risk-taking and unacceptable behaviour that are accurate, clear and comply with procedures
- 4.5 Report on the appropriateness and effectiveness of the use of behaviour management strategies clearly and accurately in review and debriefing
- 4.6 Select strategies and responses for their potential to provide role models and examples of confident, assertive behaviour
- 4.7 Carry out intervention strategies according to an analysis of the situation and organisation policies and procedures
- 4.8 Use opportunities to acknowledge and reward positive progress in behaviour and relationships

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

- Oral communication – in order to negotiate and defuse potentially critical situations.
- Writing – in order to produce analytical reports in line with workplace policies and procedures.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCPRT013 Support the progress and development of young people

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- observed and monitored behaviour of young people for potential conflict and aggressive behaviour
- communicated and interacted effectively with at least three young people, including:
 - defusing potential causes of conflict
 - using negotiation techniques to divert and minimise aggressive behaviour
 - encouraging appropriate responsibility and accountability for behaviour and its outcomes
- used different strategies to minimise inappropriate or aggressive behaviour of young people
- sought specialist advice and made referrals where required
- encouraged young people to maintain and develop support networks, including making contact with family and/or friends
- assisted young people to develop positive attitudes and behaviours in their relation to others, including staff and support services
- challenged a young person's unacceptable behaviour, including:
 - outlining options and opportunities to change
 - writing reports on incidents that have arisen from risk-taking or unacceptable behaviour
- produced reports detailing the appropriateness and effectiveness of the use of behaviour management strategies
- carried out intervention strategies based on analysis of situation and organisation policies and procedures.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

These include knowledge of:

- organisation's policies, guidelines and procedures
- relevant statutory responsibilities related to management of and support for young people, court orders, code of conduct, organisation procedures, criminal justice codes, client services and programs
- support services and specialists and their guidelines for access and service provision
- aspects of behaviour and development related to children and young people's social development, behaviour and relationships
- relevant cultural practices and customs of the community and the client profiles
- causes of conflict and appropriate defusing responses
- appropriate restraining techniques
- negotiation techniques to divert and minimise aggressive behaviour
- observation and information-gathering methods.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCPRT014 Interact with the legal system to protect children

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to protect children and to assist children and their families to negotiate the legal system.

This unit applies to a range of child protection work where it is necessary to understand the differing roles and responsibilities of key legal bodies in the child protection context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Recognise the roles and responsibilities of key legal agencies in child protection

1.1 Identify roles and functions of key legal bodies in child protection

1.2 Identify powers, orders and processes relating to key legal bodies

1.3 Analyse issues for children involved with the legal system

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Analyse and evaluate the legal options available to protect children

2.1 Assess and evaluate the risks and benefits of each legal option according to the needs of the individual child and family

2.2 Assess legal options in consultation with other agencies according to organisation policies and relevant interagency guidelines where necessary

2.3 Identify most appropriate option to meet child's and family's needs

3. Liaise with key agencies to ensure children are supported to negotiate the legal system

3.1 Identify most appropriate support agencies and associated referral process for children involved in the legal system

3.2 Liaise with support agencies in consultation with child, family and other key agencies

3.3 Consult with and inform child and family of other available support systems as required

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCPRT014 Interact with the legal system to protect children

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- regarded functions and powers of key legal agencies and processes relating to child protection
- identified and analysed issues children may have within the legal system
- sought out the most appropriate legal options for one child and their family in consultation with other agencies as appropriate
- liaised with support agencies in identifying the most appropriate support options
- consulted with the child and family to identify most appropriate legal options and support systems.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- roles and responsibilities of key legal bodies within child protection systems
- legislation relevant to child protection work and support systems
- powers, orders and processes relating to key legal bodies in child protection
- legal options available to children and families
- roles and functions of support agencies and processes
- organisation standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCPRT015 Respond to needs of youth justice clients

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to respond to the range of complex needs of youth justice clients.

This unit applies to work in both a community and custodial youth justice service environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Assist the young person to identify and assess issues that affect their health and wellbeing

1.1 Communicate with the young person in an open and conducive manner to exchange views about their particular health and wellbeing issues

1.2 Consult with the young person about factors that impact on their health and wellbeing

1.3 Identify any specific concerns relating to alcohol and other drug use and/or mental health issues

2. Assist the young person to select options for addressing health and wellbeing issues

2.1 Support the young person to reflect upon their own concerns for their health and wellbeing and encourage them to realise their potential for change

2.2 Provide information to assist the young person to explore and select options that can be implemented to address health and wellbeing issues

2.3 Discuss with the young person the implications of choices and clarify their understanding of impact and risks

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Support the young person to act upon their choice of support/intervention

3.1 Assist the young person to be clear about the choices they have made and the reasons for seeking the support/interventions

3.2 Explore with the young person the choice of methods available to assist them to act upon the support/intervention

3.3 Facilitate the young person's access to their identified choice of support or intervention

3.4 Maintain contact to a level required to support the young person to action changes to improve health and wellbeing

3.5 Encourage young people to access further supports if required

4. Evaluate with the young person the effectiveness of interventions/supports

4.1 Provide regular opportunities for the young person to review their own progress

4.2 Review the young person's original health and wellbeing concerns and the effectiveness of choice of actions in an appropriate manner

4.3 Seek opinions and inputs from others involved in the interventions to suggest ways the intervention/support process may be improved

4.4 Encourage the young person to identify and discuss their own perceptions of changes to their health and wellbeing as a result of taking action

4.5 Record outcomes of interventions/supports according to organisation guidelines and confidentiality

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCPRT015 Respond to needs of youth justice clients

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- communicated effectively with at least three youth justice clients, including:
 - encouraging young people to discuss issues openly and honestly
 - supporting the young person through verbal and non-verbal methods
 - employing strategies to encourage the young person to recognise their capacity to make changes
 - acknowledging and respecting the young person's rights to choose appropriate supports
 - helping the young person to maintain their commitment to change
 - referring young person to specialist services when necessary
- undertaken at least one risk assessment of different choices made by the young person
- recorded outcomes of interventions and supports accurately and completely on at least two occasions.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

These include knowledge of:

- adolescent mental health and social and emotional wellbeing concerns
- motivational interviewing techniques
- issues and contemporary approaches to illegal and legal drug use, treatment and response
- relevant legislation, policy and procedures related to working in the youth justice context where young people present with complex and/or multiple issues relating to health and wellbeing
- range of support and intervention types available for young people experiencing a variety of health and behavioural concerns in the youth justice environment including:
 - misuse of alcohol and/or other drugs , including addiction
 - mental health issues (depression and suicide)
 - disabilities
 - behavioural difficulties
- local internal and external organisations and specialist support services available to young people
- importance of peer support in achieving change
- impact of culture, beliefs and preferences on individual's willingness to discuss areas of concern
- theories of how family of origin, intergenerational and environmental health impacts contribute to health and wellbeing of young people in the youth justice system
- relationship between lifestyle choices, nature of adolescent risk-taking and offending behaviour
- early warning signs of young people's behaviour becoming volatile and procedures to respond to this behaviour whether it is substance-use related or otherwise

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCPRT016 Work in the youth justice environment

Modification History

Release	Comments
Release 1.1	Minor changes to formatting to improve readability. Corrections to metadata and mapping. Equivalent outcome.
Release 1.0	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to work effectively in youth justice service settings.

This unit applies to work in both a community and custodial youth justice service environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance required to demonstrate achievement of the element.

1. Perform work following legal, ethical and organisation requirements

1.1 Identify relevant organisation policies and procedures relating to standards and legislative requirements of own work role, clarifying any uncertainties with appropriate personnel and applying to all work

1.2 Recognise boundaries and limitations of work role and refer matters to relevant personnel as required

1.3 Identify issues requiring mandatory notification and report to supervisor and/or an appropriate authority

1.4 Reflect understanding and compliance with the principles of duty of care and legal responsibilities in all work undertaken

2. Maintain professional work standards

2.1 Contribute to identifying and implementing improved work practices

2.2 Respond positively to changes to improve work practices and procedures in accordance with organisation requirements

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance required to demonstrate achievement of the element.

3. Work effectively in youth justice services

- 3.1 Implement work practices that support the rights of young people in the justice system
- 3.2 Promote and protect the inclusivity, diversity and value of young people in the justice system
- 3.3 Maintain awareness of current issues influencing the provision of youth justice services, including issues for Aboriginal and/or Torres Strait Islander young people
- 3.4 Maintain confidentiality in work practices
- 3.5 Assess risks and take appropriate actions according to organisation policy and any legislative requirements
- 3.6 Record information accurately and completely as required of job role and according to organisation practice standards
- 3.7 Clearly explain worker role and responsibility to the young person, including power differentials in the worker-client relationship, and model positive behaviour

4. Take responsibility for own skill development

- 4.1 Seek and receive feedback from supervisor on own standard of work practices
- 4.2 Plan with supervisor, any ways to improve areas of work practice
- 4.3 Take part in actions to implement the skills' development plan
- 4.4 Reflect regularly on own work performance

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance required to demonstrate achievement of the element.

5. Communicate effectively in a youth justice environment

5.1 Communicate with young people in a way that is appropriate to age, culture, ability, development and language requirements, and free from discrimination

5.2 Encourage open exchanges of information between worker and young person

5.3 Minimise any constraints to communication with young people and colleagues

5.4 Follow organisation procedures for accessing, collecting and recording written communications about young people

5.5 Ensure communication with colleagues models respect and diversity

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCPRT016 Work in the youth justice environment

Modification History

Release	Comments
Release 1.1	Minor changes to formatting to improve readability. Corrections to metadata and mapping. Equivalent outcome.
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- followed legal, ethical and organisational requirements related to the work role, including:
 - communicating effectively with young people and colleagues in a way that is appropriate to age, culture, ability, development and language requirements, and free from discrimination and oppression
 - identifying and reporting to supervisor any issues requiring mandatory notification
 - recording information accurately and completely as required and maintaining confidentiality in work practices
 - contributing to identifying and implementing improved work practices
 - explaining worker role and responsibilities to a young person and modelling positive behaviour
- assessed risks and taken appropriate action when working in youth justice services
- taken responsibility for own skill development, including:
 - seeking and receiving feedback from supervisor
 - planning ways to improve areas of work practices
 - participating in skills' development plan implementation
 - reflecting on own work performance.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role

These include knowledge of:

- different youth justice work contexts and the effect of their interrelationship on own work
- current youth justice issues that impact on own work area
- different types of young people's offending behaviour and the factors that influence behaviour
- key aspects of the youth justice system and relevant legislation in work jurisdiction
- key aspects of the United Nations Convention on the Rights of the Child
- codes of ethics and organisation policy and procedures relevant to job role, including duty of care requirements
- physical, social, psychological and emotional development of young people and the ways in which such development can be affected
- principles and processes of effective communication with diverse groups of young people and colleagues
- accuracy and completion requirements of all written reports and records
- agency systems for recording and reporting a range of information about young people, the youth justice system and related work functions, and appropriate confidentiality requirements
- importance of anti-discrimination and inclusivity principles.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCPRT017 Support Aboriginal and/or Torres Strait Islander young people in youth justice system

Modification History

Release	Comments
Release 1.1	Minor changes to formatting to improve readability. Corrections to metadata and mapping. Equivalent outcome.
Release 1.0	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to recognise and support the specific needs of Aboriginal and/or Torres Strait Islander young people in the youth justice system.

This unit applies to work in both a community and custodial youth justice service environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Engage with Aboriginal and/or Torres Strait Islander young people and their families

1.1 Communicate appropriately with Aboriginal and/or Torres Strait Islander young people and their families to develop trust and professional relationships

1.2 Apply knowledge of the issues affecting Aboriginal and/or Torres Strait Islander young people in the youth justice system to identify their particular needs

1.3 Discuss with the young person and their family specific cultural and community characteristics and/or expectations that may assist with supporting the young person

1.4 Use a variety of sources to obtain information about the cultural needs of the young person

1.5 Provide opportunities for the young person and their family to obtain further information

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Communicate and manage information about the young person

2.1 Demonstrate consideration and understanding of ethical practices and cultural protocols for obtaining and sharing information about the young person

2.2 Follow relevant organisation policies and procedures for communication strategies to be used with diverse groups and individuals

2.3 Provide interpreter and/or translator services for families where this will assist communication

2.4 Identify issues requiring mandatory notification and report to supervisor and/or an appropriate authority

2.5 Use information obtained about the young person's cultural identity to inform case plans and activities

3. Support families and kinship networks to remain in contact with young people

3.1 Consult with the family and kinship networks of young people to identify resources and practical assistance needed to maintain worker and family contact with the young person, both in and out of custody settings

3.2 Determine any potential barriers to communication for young people and their families and support the maintenance of communication

3.3 Recognise the importance of whole community in supporting and caring for Aboriginal and/or Torres Strait Islander young people

3.4 Encourage family participation in case planning

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

4. Represent the needs of Aboriginal and/or Torres Strait Islander young people to others in the organisation

4.1 Identify and convey the cultural needs of the young person to other staff and agencies

4.2 Encourage families to convey any specific needs of the young person to relevant staff

4.3 Seek cultural expertise for suggestions on how to make the environment sensitive to cultural needs

4.4 Observe and report any risk factors for self-harm

4.5 Source and provide information on other services that can support the family and young person

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCPRT017 Support Aboriginal and/or Torres Strait Islander young people in youth justice system

Modification History

Release	Comments
Release 1.1	Minor changes to formatting to improve readability. Corrections to metadata and mapping. Equivalent outcome.
Release 1.0	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- engaged with at least one Aboriginal or Torres Strait Islander young person and their family, including:
 - communicating appropriately to develop trust and a professional relationship
 - identifying particular cultural needs
 - providing opportunities for young person and their family to obtain further information
 - using information about young person's cultural identity to inform case plans and activities
 - seeking cultural expertise on how to make the environment sensitive to cultural needs
- supported families and kinship networks to retain contact with young person, including:
 - identified resources and practical assistance needed to maintain contact
 - identified potential barriers to communication
 - encouraged family participation in case planning.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role

These include knowledge of:

- relevant legislation as applied to work jurisdiction, including mandatory reporting requirements
- contemporary issues affecting Aboriginal and/or Torres Strait Islander people in custody
- physical, social, psychological and emotional development of young people and the ways in which such development can be affected
- principles of good practice in youth justice work with diverse client groups
- codes of ethics and organisation policy and procedures for liaison and communication with families of young people in custody
- sources of information and protocols to obtain specific cultural and community information
- risk-analysis and reporting processes, including self-harm identification
- importance and differences of security awareness in custodial and community youth justice work
- rights and responsibilities of young people and their families/carers in youth justice system
- principles and processes of effective communication with diverse groups of young people and colleagues
- importance of anti-discrimination and inclusivity principles applied to work practices.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCPRT018 Prepare young people for reintegration

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to work effectively with young offenders to prepare them for reintegration into the community.

This unit applies to work in both a community and custodial youth justice service environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Identify appropriate activities to prepare the young person for reintegration

1.1 Assist the young person to identify their own needs to prepare for reintegration

1.2 Research, identify and provide a range of activities for preparing for reintegration and assist the young person to choose the most appropriate activity where necessary

1.3 Confirm that preparation activities do not compromise security, safety, needs and rights of the young person, worker, organisation or community

1.4 Identify realistic objectives of preparation activities in consultation with young person and supervisor

1.5 Refer the young person to specialist to support their needs that cannot be met internally

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Implement preparation activities

2.1 Explain and confirm that the young person understands the limitations and requirements of the activity and any consequences of breaches

2.2 Confirm the objectives, outcomes and standards of behaviour expected with the young person and others involved in the activities

2.3 Identify any breaches of activity requirements and take action in line with organisation policies and procedures

2.4 Comply with occupational health and safety requirements in activities that occur outside the custodial setting

2.5 Evaluate the effectiveness of the activity against the objectives and expected outcomes, in consultation with key personnel

2.6 Liaise with external organisations to promote and develop further activities that support the young person's preparation for reintegration

3. Support the young person preparing for reintegration

3.1 Provide resources, information and encouragement to enable the young person to actively participate in the reintegration activity

3.2 Communicate with the young person in a way that promotes their confidence and self-responsibility

3.3 Monitor and review the young person's progress in preparing for reintegration

3.4 Implement change to activities where the young person's progress is not evident

3.5 Record and report on activities as required by job role and guidelines of the organisation

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCPRT018 Prepare young people for reintegration

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- prepared at least one young person for reintegration, including:
 - researching, identifying and providing a range of preparation activities to assist the young person's reintegration
 - providing information and encouragement to enable active participation in reintegration activity
 - assisting the young person to identify their own needs in preparing for reintegration
 - referring the young person to specialist support
 - monitoring and reviewing the young person's progress in preparing for reintegration, and making changes to activities where required
- implemented at least one preparation activity, including:
 - explaining and confirming the young person's understanding of limitations and requirements of the activity
 - identifying any breaches of activity requirements
 - evaluating effectiveness of activity against objectives and expected outcomes.
- liaised with external organisations to promote and develop further activities that support the young person's reintegration
- recorded and reported on activities accurately and completely, according to organisation requirements.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role

These include knowledge of:

- relevant legislation to be applied in reintegration activities according to work jurisdiction
- policies and procedures for dealing with breaches of activity requirements
- key aspects of the United Nations Convention on the Rights of the Child
- codes of ethics, standards of practice and organisation policy and procedures relevant to job role and preparation for reintegration activities
- physical, social, psychological and emotional development of young people and the ways in which such development can be affected
- evaluation techniques to determine the effectiveness of reintegration activities
- range of security and safety needs and rights relevant to young people, workers, organisations and the community
- principles and processes of effective communication with diverse groups of young people and colleagues
- agency systems for recording and reporting a range of information about young people, the youth justice system and related work functions
- development strategies for reintegration activities.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCPRT019 Develop and support youth justice team

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to encourage, develop and support positive teamwork in youth justice service settings.

This unit applies to work in both a community and custodial youth justice service environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Establish and maintain effective relationships with colleagues

- 1.1 Identify and agree to work responsibilities in consultation with team members
- 1.2 Plan and conduct own responsibilities as agreed
- 1.3 Demonstrate effective team work in daily practices
- 1.4 Identify need and provide support to colleagues within own job role
- 1.5 Establish own support needs and seek assistance from team as required
- 1.6 Implement anti-discriminatory work practices and model goals and values of the organisation
- 1.7 Identify actual and potential conflicts with colleagues and work to resolve them

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Maintain confidential and respectful communications with colleagues

- 2.1 Use communication equipment according to the guidelines of the organisation
- 2.2 Communicate with colleagues according to policy and procedures
- 2.3 Use a range of communication strategies to accommodate the communication needs of colleagues
- 2.4 Provide documented communications within agreed timeframes
- 2.5 Maintain confidentiality in communications with colleagues
- 2.6 Identify, record and report any issues which breach organisation standards of practice

3. Assist with the development of the team

- 3.1 Discuss team responsibilities with all team members
- 3.2 Collect and use team feedback to improve team relationships and team performance
- 3.3 Present information about improvements to team practices in a constructive, clear and timely manner
- 3.4 Respond positively to team feedback about suggested improvements and strategies

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCPRT019 Develop and support youth justice team

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- communicated and worked effectively with colleagues, managers and other agency staff on at least three separate occasions, including:
 - establishing and agreeing to work responsibilities
 - identifying actual and potential conflicts with colleagues and working to resolve them
 - using communication equipment
 - employing a range of communication strategies to meet the needs of different colleagues
 - providing documented communication
 - identifying own support needs and seeking assistance from the team
 - identifying, recording and reporting any issues which breach organisation standards of practice
 - implementing anti-discrimination work practices
 - collecting and using feedback from team members that suggest improvements to team relationships and performance.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

These include knowledge of:

- effective team work practices
- communication strategies for giving and receiving feedback
- relevant anti-discrimination legislation and workplace practices
- team dynamics and relationships in a work environment
- barriers to effective team work in youth justice settings
- management strategies for negotiating tasks and making constructive suggestions in a team
- conflict resolution strategies.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCSAC001 Support children to participate in school age care

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.</p>

Application

This unit describes the skills and knowledge required to support and guide children's effective participation in school age care.

This unit applies to educators working in school age education and care services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Identify the support needs of children in school age care

1.1 Evaluate specific support needs of the child and match to any existing experiences in the program

1.2 Use appropriate communication techniques to engage children and to identify specific needs

1.3 Consult with supervisor or other staff about particular needs of children including cultural needs, abilities, and developmental and behavioural needs

1.4 Clarify individual children's support and guidance needs with the child, family, supervisor and other staff prior to working with child

1.5 Recognise and support sibling relationships where appropriate

2. Implement appropriate support and guidance strategies

2.1 Implement strategies to ensure inclusion of children from diverse backgrounds and children with additional needs

2.2 Follow appropriate procedures to minimise effects of aggressive or abusive behaviour in children

2.3 Use age-appropriate approaches and communication to enable children to express their need for support in a range of ways

2.4 Access support from supervisor as required to optimise the child's participation in school age care

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Determine effectiveness of individual support provided

3.1 Design and implement appropriate processes for the evaluation and review of individual child support needs

3.2 Ensure support provided reflects organisational procedures, industry standards and respect for the child as an individual

3.3 Regularly consult with supervisor, other staff and family to review effectiveness of support provided in school age care

4. Monitor and adjust support strategies to include review outcomes

4.1 Regularly review information and support provided to children to assess continuing relevance and effectiveness

4.2 Attend meetings with other staff as appropriate to identify and evaluate school age care service

4.3 Identify and discuss problems experienced in providing support to children and develop alternative strategies in collaboration with supervisor, other staff and family

4.4 Make adjustments and implement alternative support strategies as a result of the review process

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCSAC001 Support children to participate in school age care

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- planned and implemented at least three experiences focusing on different areas or opportunities for children, including:
 - using strategies to engage children to participate fully in out-of-school-hours program
 - identifying particular support needs of individuals and groups of children
 - reviewing individual child's needs and ensuring program reflects those needs
 - consulting with supervisor and family regarding effectiveness of support and development, and alternative support strategies
 - reviewing program to determine effectiveness and adjusting support strategies where required
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- evaluative processes for school age care
- principles of inclusiveness
- safety and risk management strategies
- organisational standards, policies and procedures.

Assessment Conditions

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCSAC002 Develop and implement play and leisure experiences in school age care

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.</p>

Application

This unit describes the skills and knowledge required to develop and implement play and leisure experiences for children participating in school age care.

This unit applies to educators working in school age care services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Identify play and leisure interests of children in school age care

1.1 Collect information about children in school age care through a variety of methods including asking the children

1.2 Observe and evaluate children's wellbeing, development and learning

1.3 Use information collected to address the needs of children in school age care

1.4 Identify and review a range of possible experiences and programs that are suitable to the school age care context

1.5 Select activity or program based on children's expressed needs, organisation requirements and resource availability

1.6 Ensure individual children's support and guidance needs are clarified by parents/carers, supervisor or other staff and child

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Prepare play and leisure experiences

2.1 Plan experiences in consultation with children, parents and other stakeholders ensuring requirements and needs are met

2.2 Determine operational arrangements for experiences and assess feasibility within budgets and timeframes

2.3 Develop flexible implementation plans to suit a variety of contexts and to respond to contingencies

2.4 Include evaluation strategies in the program plan

3. Implement school age care experience and/or program

3.1 Set up environments for leisure and play according to interests and needs of children

3.2 Adapt activities and programs to changing needs of the group and dynamics as required

3.3 Respond to and manage implementation problems promptly and where necessary seek support from the supervisor

4. Evaluate activities and programs in school age care

4.1 Define criteria to judge effectiveness of activity/program in consultation with relevant stakeholders

4.2 Use appropriate evaluation strategies during and after activities/programs for revision and development of future programs

4.3 Prepare feedback reports on activity/program outcomes as required

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCSAC002 Develop and implement play and leisure experiences in school age care

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- planned, implemented and assessed at least two indoor and two outdoor learning experiences, including:
 - identifying particular support needs of at least one individual child and at least one group of children
 - developing implementation and evaluation plans and strategies
 - implementing play and leisure experiences according to plans and responding to issues promptly
 - evaluating the play and leisure experience for effectiveness and future development
 - preparing feedback on activity or program outcomes.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- good practice and industry standards for working with children in outside of school hours care
- budgetary and timeframe requirements for developing and implementing activities/programs in school age care
- development factors relevant to the age group and appropriateness of the activity/program
- evaluative processes for school age care programs
- legislation and industry standards as they relate to activities delivered in the school age care context
- organisational policies, procedures and guidelines.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework
- the relevant approved learning framework under the National Quality Framework

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCSAC003 Work collaboratively and respectfully with children in school age care

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.</p>

Application

This unit describes the skills and knowledge required to engage and interact with children in school age care services.

This unit applies to educators working in school age education and care services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Communicate effectively with a range of children in the school age care context

- 1.1 Listen to children to gain an understanding of them as individuals in the environment
- 1.2 Use communication strategies that encourage relationship-building and are appropriate to the individual
- 1.3 Act upon information that the child provides about their needs
- 1.4 Use cross-cultural communication strategies to engage with children from diverse backgrounds
- 1.5 Use varied communication techniques to ensure the inclusion of all children

2. Reflect an understanding of middle childhood

- 2.1 Consider the interests and needs of the child in all actions and decisions
- 2.2 Evaluate issues in relation to child's abilities and culture and adjust approaches accordingly
- 2.3 Select activities and resources to promote access, equity, diversity and inclusion of all children in the service
- 2.4 Establish guidelines relevant to middle childhood when required

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Work within the framework of school age care

3.1 Apply industry standards and best-practice approaches to working with children in school age care

3.2 Ensure duty of care is applied to all job functions

3.3 Follow organisational policies and procedures as required

3.4 Establish professional relationships and boundaries with children in care and their families

3.5 Identify and report children at-risk as required by policy

3.6 Apply ethical decision-making in the educator role

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCSAC003 Work collaboratively and respectfully with children in school age care

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- communicated and interacted effectively with at least three groups of children of different ages in an out of school hours care setting, including:
 - communicating appropriately with children and showing active listening skills
 - using communication strategies to encourage children to participate in activities and build relationships
 - considering individual needs and interests of children and inclusion tactics when planning activities
 - utilising engagement strategies for encouraging children to participate fully in school age care
- consistently followed and applied industry standards, frameworks and organisational policies and procedures, including ethical practice
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- development factors relevant to the middle childhood age group and appropriateness of communication and interactions with children in school age education and care
- principles of inclusiveness, diversity, equity and access in the school age education and care environment
- strengths-based approaches to support children's participation in the school age education and care
- support strategies for ensuring participation of children
- organisation standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework
- the relevant approved learning framework under the National Quality Framework.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCSAC004 Support the holistic development of children in school age care

Modification History

Release	Comments
Release 1	<p>This new unit was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>New unit developed to address child development requirements of educators working with school age children.</p>

Application

This unit describes the skills and knowledge to support and recognise the interrelationship between the physical, social, emotional, cognitive and communication development of children from 5 to 12 years of age.

This unit applies to educators working in a range of education and care services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

Elements define the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Support physical development

1.1 Use daily routines as opportunities to support children to acquire and practise skills

1.2 Assist in selecting and arranging equipment that will develop fine and gross motor skills, and to challenge and encourage choice and spontaneity in physically active play

1.3 Support creation of opportunities to build the emerging physical skills of individual children

1.4 Assist children to take increasing responsibility for their own health and wellbeing

2. Support social development

2.1 Support children to understand and accept responsibility for their own actions appropriate to their level of understanding

2.2 Create opportunities for one-on-one interactions

2.3 Model care, empathy and respect for children, educators and families

2.4 Join in play and social experiences with other children

2.5 Assist and support children when they are having difficulty understanding or communicating with each other

2.6 Model language that children can use to express ideas, negotiate roles and collaborate to achieve goals

2.7 Assist children to develop trusting relationships with educators and other adults

2.8 Encourage children to respect and regard each other's individual differences

2.9 Offer children play choices and respect children's choice to watch and observe

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Support emotional development

- 3.1 Provide children with a range of strategies to make informed choices about their behaviours appropriate to their level of understanding
- 3.2 Ensure children experience pride and confidence in their achievements
- 3.3 Provide acknowledgement and support if a child experiences frustration and encourage children to see mistakes as an opportunity to learn
- 3.4 Encourage children to express and manage feelings appropriately
- 3.5 Support children's efforts, assisting and encouraging as appropriate
- 3.6 Motivate and encourage children to persevere with challenges
- 3.7 Share children's successes with families

4. Support cognitive development

- 4.1 Intentionally scaffold children's learning
- 4.2 Provide children with a range of materials, resources, technologies and experiences to explore and problem-solve to stimulate cognitive development
- 4.3 Provide experiences that allow children to explore a range of concepts

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

5. Support communication development

- 5.1 Value the child's linguistic heritage and encourage the use and acquisition of home languages
- 5.2 Select, read and tell developmentally appropriate stories
- 5.3 Use puppets and other props to stimulate children's enjoyment of language and literature
- 5.4 Model and encourage two-way communication by asking questions and listening carefully
- 5.5 Encourage children to explore symbols, patterns and their relationships to each other
- 5.6 Draw children's attention to symbols and patterns in their environment and talk about patterns and relationships, including the relationship between letters and sounds
- 5.7 Create opportunities for group discussions and exchange of views between children
- 5.8 Ask and answer questions during the reading and discussion of books or other texts
- 5.9 Model language and encourage children to express themselves through language in a range of contexts and for a range of purposes

6. Create an environment for holistic learning and development

- 6.1 Support and initiate inquiry processes, try new ideas and take on challenges
- 6.2 Provide resources and materials that offer challenge, intrigue and surprise
- 6.3 Help to promote children's sense of belonging and connectedness
- 6.4 Engage children in sustained shared conversations to extend their thinking
- 6.5 Provide the opportunity for scaffolding learning and development
- 6.6 Assist children to see their mistakes as opportunities to learn and grow
- 6.7 Facilitate families' diverse contributions to the learning community
- 6.8 Share information with colleagues about child development and wellbeing

ELEMENT

Elements define the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCSAC004 Support the holistic development of children in school age care

Modification History

Release	Comments
Release 1	<p>This new unit was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>New unit developed to address child development requirements of educators working with school age children.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- supported the development of children in at least three different situations/activities (including different age groups and abilities), including:
 - interacting with children to holistically support development and learning appropriate to the individual child's abilities and ages
 - providing a variety of experiences and environments to support the different areas of children's development (physical, creative, social, emotional, language and cognitive)
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- code of ethics
- United Nations Convention on the Rights of the Child
- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- introductory level child development for children, including:
 - early brain development
 - importance of the early years for subsequent educational success
 - foundational knowledge of developmental theory
- aspects of poor early childhood development, such as:
 - poor diet
 - lack of play
 - limited stimulation of brain development
 - lack of materials and resources
 - inconsistent or non-existent emotional support or comfort
 - trauma
 - other life experiences, which interrupt appropriate childhood activities, and their potential long-term harmful impacts
- biological and environmental influences on development
- symbol systems including letters, numbers, time, money and musical notation.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCSAC005 Foster the holistic development and wellbeing of the child in school age care

Modification History

Release	Comments
Release 1.1	Corrections to metadata and mapping. Equivalent outcome.
Release 1.0	<p>This new unit was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>New unit developed to address child development requirements of educators working with school age children.</p>

Application

This unit describes the skills and knowledge required to foster and enhance the holistic development and wellbeing of children from 5 to 12 years of age.

This unit applies to educators working in a range of education and care services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

Elements define the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Foster physical development

1.1 Evaluate and monitor children's physical skills and development

1.2 Plan and provide appropriate experiences and opportunities to foster each child's fine and gross motor and fundamental movement skills through play

1.3 Plan and provide experiences which challenge the physical skills and abilities of children and promote physical fitness

2. Foster social development

2.1 Evaluate and monitor children's social skills and development

2.2 Plan and provide opportunities for different forms of social interaction between children during play with respect for each child's interests, goals and development stage

2.3 Plan and provide opportunities for children to participate in meaningful ways in group discussions and shared decision-making

2.4 Structure experiences in a way that promotes cooperation and conflict resolution

2.5 Promote a sense of community within the service

2.6 Arrange the environment to encourage interactions between children, as well as accommodating a child's need for privacy, solitude or quiet

2.7 Provide opportunities for children to investigate ethical issues relevant to their lives and their communities

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Foster emotional development

3.1 Evaluate and monitor children's emotional development

3.2 Plan and provide opportunities for children to experience individual strengths and successes during play

3.3 Plan and provide opportunities through play that challenge children's emerging skills and capabilities

3.4 Present opportunities for children to engage independently with tasks

3.5 Create opportunities for children to explore self-image and identity through play

3.6 Provide opportunities for children to release feelings and express emotions through suitable experiences

4. Foster cognitive development

4.1 Evaluate and monitor children's cognitive skills and development

4.2 Engineer and provide opportunities for children to participate in science, mathematics and technology experiences

4.3 Plan and provide opportunities through play for children to experience the consequences of their choices, actions and ideas

4.4 Create learning environments with appropriate levels of challenge where children are encouraged to explore, experiment and take appropriate risks in their learning

4.5 Provide opportunities for involvement in experiences that support the investigation of ideas, complex concepts and thinking, reasoning and hypothesising

4.6 Facilitate opportunities through play for children to explore concept development

4.7 Provide opportunities for children to both construct and take apart, as a strategy for learning

4.8 Provide children with a wide range of everyday materials that they can use to create patterns and to sort, categorise, order and compare

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

5. Foster communication development

- 5.1 Evaluate and monitor children's language skills and development
- 5.2 Plan and provide developmentally appropriate experiences and opportunities to foster language and literacy development through play
- 5.3 Provide opportunities for children to listen and respond to language
- 5.4 Value the child's linguistic heritage and encourage the use and acquisition of home languages
- 5.5 Provide opportunities for children to engage with familiar and unfamiliar culturally constructed text
- 5.6 Provide a literacy-enriched environment including displaying home languages and Standard Australian English
- 5.7 Provide resources that encourage children to experiment with images and print

6. Foster an environment for holistic learning and development

- 6.1 Support and initiate inquiry processes, try new ideas and take on challenges
- 6.2 Provide resources and materials that offer challenge, intrigue and surprise
- 6.3 Assist to promote children's sense of belonging and connectedness
- 6.4 Engage children in sustained shared conversations to extend their thinking
- 6.5 Provide the opportunity for scaffolding learning and development
- 6.6 Assist children to see their mistakes as opportunities to learn and grow
- 6.7 Facilitate families' diverse contributions to the learning community
- 6.8 Share information with colleagues about child development and wellbeing
- 6.9 Create learning environments where children are able to immerse themselves in self-directed play
- 6.10 Recognise spontaneous teachable moments as they occur and use them to build on children's learning

ELEMENT

Elements define the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

- 6.11 Provide a balance between child-initiated and educator-supported learning
- 6.12 Provide learning environments with appropriate levels of challenge where children are encouraged to explore, experiment and take risks in their learning
- 6.13 Facilitate team collaboration of assessment and evaluation in relation to child development and wellbeing

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

- Oral Communication – in order to facilitate collaborative discussions with children, families and other educators.
- Reading – in order to access and apply relevant pedagogical principles from an approved learning framework.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCSAC005 Foster the holistic development and wellbeing of the child in school age care

Modification History

Release	Comments
Release 1.1	Corrections to metadata and mapping. Equivalent outcome.
Release 1.0	<p>This new unit was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>New unit developed to address child development requirements of educators working with school age children.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- planned and provided opportunities for at least three children ranging between the ages of 5 to 12 years, including:
 - facilitating and supporting emotional and psychological development in children
 - encouraging self-help and independence of children
 - planning opportunities to foster children's positive self-concept and self-esteem
 - providing a positive and safe environment to encourage children to express thoughts, feelings and ideas
- performed the activities outlined in the performance criteria of this unit during a period of at least 240 hours of work in at least one regulated education and care service.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- relevant aspects of theories of children's emotional and psychological development as they apply to the educator's role
- the links between social and physical development, and between psychological and cognitive development
- an in-depth level of a range of developmental theories for children between 5 and 12 years of age
- contextual factors which influence the children's emotional and psychological development
- factors which enhance the development of self-esteem and self-identity
- core principles of child development and associated developmental tasks
- organisation standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework
- the relevant approved learning framework under the National Quality Framework

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCYTH001 Engage respectfully with young people

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to communicate effectively with young people (aged 12 to 25 years) in work roles with a specific focus on young people.

This unit applies to work undertaken in work roles where the young person is the primary client.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Communicate effectively with young people

- 1.1 Listen to the young person to gain understanding of their experiences
- 1.2 Foster communication exchanges that support the development of trust and rapport
- 1.3 Process information about the young person's situation from their perspective
- 1.4 Use a range of appropriate communication strategies to engage with young people
- 1.5 Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices
- 1.6 Maintain young person's confidentiality in the context that the young person is the primary stakeholder

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Reflect understanding of youth cultures and subcultures and young person's own development

- 2.1 Consider youth culture and subcultures of the young person in all actions and decisions
- 2.2 Consider the young person's individual development in all actions and decisions
- 2.3 Evaluate issues in relation to young person's culture and modify approaches appropriately
- 2.4 Select activities and resources to promote awareness, respect the young person and value diversity
- 2.5 Establish guidelines that are relevant to the culture and background of the young person
- 2.6 Assess the impact of own cultural values, cultural lens and ethnocentrism in youth work

3. Work with the young person as the focus

- 3.1 Apply youth-centred practices when working with young people
- 3.2 Respect the rights, needs and responsibilities of the young person
- 3.3 Explain worker rights and responsibilities to the young person as necessary
- 3.4 Establish a professional relationship and boundary expectations with the client
- 3.5 Identify and manage power inequities in the professional relationship
- 3.6 Apply principles of ethical decision-making in working with young people

4. Reflect on own practice and values

- 4.1 Identify opportunities to reflect on own interactions and practices with young people
- 4.2 Recognise areas where own biases, background and opinions may have impacted on work with the young person
- 4.3 Seek opportunities to address any concerns or areas for development

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

- Oral communication – in order to engage and establish collaborative, professional relationships with young people.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Context for youth work must include one or more of the following:
- centre-based work
 - drop-in centres, recreational facilities
 - housing and residential services
 - outreach and home visits, street, parks
 - schools
 - online youth work, web-based, emails, discussion rooms
 - telephone contact

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCYTH001 Engage respectfully with young people

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- applied youth-centred practices when working with young people, including:
 - using interpersonal skills to engage with at least three young people
 - applying engagement skills with young people with diverse range of presenting issues and experiences
 - applying principles of ethical decision-making to ethical dilemmas when the young person is the primary client
 - establishing and maintaining a professional relationship with at least one group of young people.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- aspects of human behaviour and development related to young people, their personal and social development and relationships
- current issues facing young people and existing services to address their needs and rights
- different world views and the interrelationship of society, culture and the young person
- diversity in all forms – across cultural, sexuality, ability, socioeconomic and geographic spheres, and the experiences of migrants, refugees and asylum seekers
- own cultural values, cultural lens and ethnocentrism
- own work role within the context of the youth sector
- access and equity principles
- principles of ethical decision-making
- statutory frameworks in which the work role functions
- the impact of judgement-making skills in working with young people
- youth-centred practices with focus on the young person as the primary stakeholder
- youth cultures, social, political and economic and professional frameworks.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCYTH002 Work effectively with young people in the youth work context

Modification History

Release	Comments
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to work in the youth work context.

The unit focuses on historical and contemporary youth sector practice and understanding of the current status of young people.

This unit applies to work undertaken in all youth work roles where the young person is the primary client.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Apply understanding of the social, historical, economic, legal and political contexts of young people

1.1 Assess and respond to the needs of young people within the context of their experiences

1.2 Research, analyse and maintain up-to-date knowledge and awareness of the social, political, economic and legal contexts of young people

1.3 Research, analyse and apply understanding of youth policy in practices of youth work

1.4 Apply understanding of the historical and cultural constructs of youth and the changing context of young people

2. Apply understanding of the context of youth work

2.1 Apply knowledge of youth contexts to youth work practice

2.2 Identify legal frameworks which impact on context of youth work

2.3 Research, maintain and apply models and frameworks of youth work in a variety of youth work contexts

2.4 Develop a comprehensive understanding of the youth sector

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Work within the core values and practice frameworks of youth work

3.1 Assess core youth work practice values to ensure supports and interventions are young person-centred

3.2 Apply practice frameworks to maximise support for the young person as a unique individual

3.3 Demonstrate support for the young person's rights and safety including access and equity of services

4. Work with understanding of the impact of values in determining the approach to working with young people

4.1 Identify and reflect on own values and experiences which may impact on approaches to youth work

4.2 Work with awareness of organisation's values

4.3 Make sure interventions and supports are appropriate to the young person's own values

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Context for youth work must include one or more of the following:
- centre-based work
 - drop-in centres, recreational facilities
 - housing and residential services
 - outreach and home visits, street, parks
 - schools
 - online youth work, web-based, emails, discussion rooms
 - telephone contact

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCYTH002 Work effectively with young people in the youth work context

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- followed effective processes for work with at least three young people by:
 - checking and analysing information for assessment of risks, special needs, significant changes, and personal and social developmental levels for young people
 - making decisions based on knowledge of the impact of cultural and personal values on behaviour and expectations
 - providing appropriate support and/or services
- provided supervision and care based on assessed risk and justifiable degree of care and concern
- responded to risks and incidents of varying degrees of severity
- used clear and reassuring communication relevant to the culture of young people.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- cultural practices which will have an impact on decisions made about what allowances are made and what rights are given and responsibilities expected
- current status of young people in the context of:
 - social and cultural context of youth
 - historical, economic, political and social contexts of young people
 - rights, needs and responsibilities of young people
 - risk-taking and social behaviour in young people
 - young people as primary client
 - changing contexts of young people
- processes for getting advice and assistance when there are ethical or professional issues
- relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- impact of popular beliefs on values, attitudes and behaviour
- the organisation's codes of conduct or code of ethics/duty of care
- range of specialist support services and programs available to young people
- social, political, historical and economic contexts of the service response to the needs and interests of young people.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCYTH003 Support young people to create opportunities in their lives

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to assist young people to identify the challenges and opportunities in their lives and to work towards their goals on an individual or group level.

This unit applies to work undertaken in all youth work roles where the young person is the primary client.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Create a relationship of trust and respect

1.1 Apply principles of youth work practice to facilitate safe individual or group processes for interaction

1.2 Identify the conditions necessary for young people to change and grow

1.3 Listen to and observe the young person's stories experiences, and behaviour to clarify concerns and needs

1.4 Encourage and support young people to identify relationships between their issues and social structures

1.5 Respect the young person's culture/s and way of interacting

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Work with young people to identify their needs, rights, strengths, hopes and opportunities

2.1 Use a range of communication skills to identify and explore the young person's challenges, strengths and resources

2.2 Encourage the client to reframe their current circumstances to support their own understanding

2.3 Identify and acknowledge circumstances outside the young person's control

2.4 Support the young person to communicate their issues or problems in a way appropriate to their individual needs, background and culture

2.5 Take appropriate action to address immediate issues or concerns

2.6 Confirm own understanding of issues and opportunities with the young person

3. Identify goals with the young person

3.1 Use creative methods, processes and questions to consider and create possibilities

3.2 Establish with the young person their desired outcomes

3.3 Assist young people to explore future possibilities and ways of being

3.4 Identify barriers that hinder the way young people would like changes to take place

4. Develop and implement action plans

4.1 Use a range of youth work interventions to create future opportunities

4.2 Explore additional resources needed to achieve goals

4.3 Develop proposals and strategies for action plans

4.4 Measure and ensure change is noticed

4.5 Document intervention work as required

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Context for youth work must include one or more of the following:
- centre-based work
 - drop-in centres, recreational facilities
 - housing and residential services
 - outreach and home visits, street, parks
 - schools
 - online youth work, web-based, emails, discussion rooms
 - telephone contact

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCYTH003 Support young people to create opportunities in their lives

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- interacted, encouraged and supported at least two young people in both an individual and a group setting, including:
 - supporting the young people according to their circumstances and the objectives of each individual's desired goals, individual needs, risks and circumstances, including education and employment
 - supporting vulnerable young people and those with special needs and risks to participate in the decision-making and planning of actions and opportunities
 - creating future opportunities for the individuals using a range of youth work interventions and documented measures of change.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- aspects of human behaviour and development related to young people, their personal and social development and relationships
- statutory requirements and application of the concept of duty of care and child protection
- organisation reporting procedures and practice
- case planning practices and principles
- principles of effective communication and cultural practices, and customs of the community and the young people in the service
- relevant organisation procedures and policies related to program, service and personal support for young people, referral, reporting of young people's issues and experiences
- support services and specialists and their guidelines for access and service provision.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCYTH004 Respond to critical situations

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to maintain safety through effective response to potential or actual critical situations.

This unit applies to staff working in specialist services and in residential work sites or in the community.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Implement risk-minimisation strategies

1.1 Establish framework for dealing with potential crisis situations

1.2 Undertake timely risk assessment of potential crisis situation, with due consideration for the safety of young people and others

1.3 Identify, assess and implement a variety of possible strategies to minimise risk in accordance with organisational procedures

1.4 Recognise the possible causes of incidents and assess these for relevance to the safety and welfare of young people and the service environment

1.5 Seek and provide information on potential responses to the appropriate team members for action and support

1.6 Request assistance clearly and promptly

2. Maintain a safe environment for young people

2.1 Identify and routinely implement organisation's policies, procedures and practices designed to maximise physical and emotional safety of young person

2.2 Maintain healthy and safe environment to minimise potential for harm

2.3 Ensure all legislative and ethical requirements are met by self and those who supervise

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Prevent escalation of violent behaviour

3.1 Routinely monitor person's behaviour pattern to ensure aggressive or abusive behaviour is minimised

3.2 Develop plan of care outlining ways to prevent, and respond to clients' expressions of violence against self or others, communicate it to relevant personnel and implement the plan

3.3 Anticipate potential causes of conflict and harmful behaviour and respond in a manner that promotes calm and reassurance, to prevent escalation

3.4 Use procedure to protect clients from endangering themselves or others that are consistent with legal, ethical and organisation requirements, and safety considerations

3.5 Make appropriate judgements relating to physical restraint, based on balance of risk and safety of all

3.6 Provide assistance as necessary and appropriate to the situation

3.7 Complete relevant documentation, as required

4. Secure the safety of clients

4.1 Use calm, confident and assertive communication to establish positive personal interaction and exchange information

4.2 Provide information designed to promote positive decision-making based on the relationship between actions and consequences

4.3 Present information to all relevant individuals in a clear, accurate and comprehensive manner

4.4 Select response and action designed to minimise risk, prevent escalation and to preserve the safety and security of all involved

4.5 In responses and emergency action, give priority to the protection of individuals from severe harm

4.6 Ensure use of force for maintenance of safety complies with procedures and is applied with minimum force to establish control

4.7 Complete all necessary documentation in an accurate and timely manner

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

- Oral communication – in order to provide calm, confident and assertive communication during high stress or crisis situations.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCYTH004 Respond to critical situations

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- established a framework for dealing with potential crisis situations which covers:
 - identifying and assessing risks to client safety and welfare
 - understanding and anticipating possible causes of conflicts
 - identifying and implementing risk-minimisation strategies
 - providing information on possible responses to team members
 - stating when to request assistance of others
 - detailing types of assistance appropriate to various situations
 - identifying equipment available to support response to potential crisis situations
- maintained a safe and healthy environment to minimise the risk of crisis situations
- used effective communication skills and techniques in all communications with client, appropriate to the situation
- documented actions taken according to organisational procedures and policies, clearly and accurately.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- team roles and responsibilities and reporting requirements
- responsibilities of child protection reporting and duty of care
- understanding how critical incidents and risks arise both generally and in particular situations
- common mental health issues in young people
- principles of effective communication for counselling, risk-assessment, negotiation, mediation and information management
- code of conduct
- organisation's policies, guidelines and procedures and emergency protocols.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCYTH005 Develop and implement procedures to enable young people to address their needs

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to monitor and upgrade organisation approaches to young people with complex needs.

This unit applies to community services work in a range of contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Develop support programs for young people

- 1.1 Assess specific needs of the young person and match to an existing program
- 1.2 Employ appropriate communication techniques to engage young person and to address specific needs
- 1.3 Consult relevant community organisations to identify available support programs that meet specific needs of clients
- 1.4 Undertake appropriate work to ensure a thorough knowledge of content, purpose and access protocols of existing programs
- 1.5 Provide relevant information to client as appropriate

2. Ensure that young people with complex needs receive appropriate services

- 2.1 Implement procedures to ensure indications of physical, emotional, psychological or sexual abuse are identified and addressed
- 2.2 Define and implement appropriate procedures to minimise effects of any aggressive or abusive behaviour of clients
- 2.3 Employ appropriate approaches and language to enable clients to express their ideas in a range of ways

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Liaise with other services and organisations

3.1 Design and implement appropriate referral systems and procedures to ensure specific needs of clients can be addressed

3.2 Identify and access support facilities required to optimise client access to specialist services

3.3 Ensure support and advocacy services provided reflect organisation procedures, respect the young person's rights and are appropriate to cultural and other individual circumstances

3.4 Consult with relevant professionals and service providers to ensure broad and comprehensive client service delivery

4. Monitor and upgrade support provided by the organisation

4.1 Regularly review information and services provided to clients to assess continuing relevance and effectiveness

4.2 Periodically review assessment, support and referral systems used within the agency

4.3 Hold appropriate debriefings with workers for the purposes of counselling, identifying training needs and evaluating client service delivery

4.4 Identify problems experienced by workers, assess appropriate adjustments to service delivery and negotiate with relevant staff

4.5 Provide support and supervision to other workers as required in accordance with organisation procedures

4.6 Arrange regular debriefings with associated organisations and service providers

4.7 Produce and provide reports in accordance with organisation procedures

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

- Reading – in order to analyse and review service policies and procedures in line with applicable legislative and regulatory requirements relevant to the service.
- Writing - in order to produce reports according to organisation procedures and policies.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCYTH005 Develop and implement procedures to enable young people to address their needs

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- assessed specific needs of at least one young person and identified existing programs/services that addressed these needs, as well as consulted relevant personnel and organisations to identify further or alternative support programs that could assist
- developed and implemented procedures to keep young people safe, including:
 - addressing any signs of abuse
 - establishing protocols of behaviours
 - monitoring at-risk behaviour patterns
 - establishing quick response actions to counter aggressive behaviour
- developed and implemented procedures relating to services offered by the organisation, including:
 - support facilities
 - particular types of support and information
 - referral advice
- reviewed the relevance and effectiveness of information and service provision to clients, and assessment, support and referral systems, including:
 - holding regular debriefings with associated organisations and service providers
 - debriefing and supporting other youth workers, including identifying training needs
 - producing reports and recording relevant information about clients and programs according to organisation procedures and policies, ensuring accurate and complete information is included.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- legal and organisational policies relating to advocacy, monitoring and dealing with abuse
- principles of empowerment and enabling processes in advocacy
- short-term counselling strategies
- different forms of abuse and their indicators and response processes
- a broad range of specialist and generic services and agencies
- family support and mediation
- youth-specific consultation and engagement principles for seeking feedback on service provision
- reflective and evaluative processes in youth work practice
- key aspects of human rights declarations and UN Convention on the Rights of the Child
- organisation's policies, guidelines and procedures.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCYTH006 Work with young people to establish support networks

Modification History

Release	Comments
Release 1.1	Minor changes to formatting and numbering to improve readability
Release 1.0	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required by youth workers to empower young people to develop sustainable supports beyond intervention.

This unit applies to a broad context of youth work where the young person is the primary client.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Support young people to develop and use personal resources

1.1 Listen to young people's stories and experiences in relation to family, friends and others

1.2 Work with young people to explore desires, possibilities and goals in relation to their support networks, particularly to assess safety, benefits or other, of those relationships

1.3 Encourage and assist young people to develop and maintain relationships with family, friends, support networks and service agencies according to each young person's goals and the safety, benefits, or other, of those relationships

1.4 Enable contact between young people and networks in the community according to young people's needs and interests

2. Assist young people to develop the personal skills to manage their personal relationships

2.1 Provide support to young people in a manner which maintains the integrity of individual rights, self-determination and personal dignity

2.2. Enable young people to develop effective communication skills to build supportive relationships where possible

2.3 Support young people to explore new ways of seeing relationships and situations with family and others where possible

2.4 Assist young people to develop decision-making, coping and resiliency skills in ongoing situations

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Establish relationships and exchange information with family members, with the young person's permission

3.1 Communicate with the young person's family, friends and/or support people, in accordance with the interests of the young person and organisation practice

3.2 Where possible, seek the young person's permission prior to contact with other key stakeholders

3.3 Keep young people informed about contact with others

3.4 Clarify own role with family members by providing specific and general information about your values, practice frameworks and work processes

3.5 Maintain the young person's confidentiality

3.6 Listen without judgement to the experiences and concerns of family, friends and/or support people

3.7 Gather and provide information that is relevant, timely and assists to address concerns

3.8 Analyse own values and their impact on attitudes, interactions and other work practices, as well as to detect and avoid personalising issues, discrimination and stereotyping

4. Determine a mutual approach between the young person, their family and yourself to address the needs and rights of young people

4.1 Encourage active participation and effective communication between all stakeholders

4.2 Monitor behaviour and mood of clients, particularly young person

4.3 Support and validate the young person's experiences and emotional responses

4.4 Identify issues and concerns for the young person and their family and possible areas of change to behaviour and relationships

4.5 Use interaction with family members to encourage personal reflection on relationships, expectations and personal responsibility

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

5. Develop and implement action plan to support young person

5.1 Prioritise competing agendas of key stakeholders whereby the rights and interests of the young person is the primary concern

5.2 Set goals in line with young person's and family's values, opinions and expectations

5.3 Develop plan that outlines actions to be taken and allocates resources

5.4 Implement, monitor and evaluate progress made by young person and family

5.5 Refer family problems to relevant support and specialist staff and agencies, where necessary

5.6 Refer young people and their families to suitable specialists according to the nature and urgency of their needs, where necessary

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

- Oral communication – in order to interact and facilitate collaborative discussions with young people and their families.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCYTH006 Work with young people to establish support networks

Modification History

Release	Comments
Release 1.1	Minor changes to formatting and numbering to improve readability
Release 1.0	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- supported at least one young person to develop and use personal resources, including:
 - listening to young person's stories and experiences
 - working with young person to explore desires, possibilities and goals
 - encouraging young person to develop and maintain relationships with family, friends, support networks and service agencies
 - assisting young person to develop decision-making, coping and resilience skills
- facilitated purposeful discussions between parties to establish effective communications for relationship-building
- set goals and developed plan to meet the needs of at least one young person and their family, including:
 - allocating resources to achieve outcomes
 - implementing and monitoring execution of plan
 - evaluating progress of young person and family
 - making appropriate referrals for family and young person.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- rights and responsibilities of young people accessing the service
- youth worker duty of care requirements and any relevant legislation pertaining to the rights and safety of children and young people
- confidentiality policies and procedures
- range of specialist support services available to young people, families and other stakeholders as parties to the relationships with young people
- mediation processes
- relationship dynamics, including the identification of risk factors relating to abuse of power and power differentials
- principles of client self-determination
- strategies for engaging young people to explore relationships and relationship issues
- organisation's codes of ethics, standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCYTH007 Undertake youth work in specific communities

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to work effectively with young people in specific communities, including Aboriginal and/or Torres Strait Islander communities, schools, rural and remote communities, and in other specific community settings.

It includes the use of individual, group and community development processes to address issues of concern for young people in those communities.

This unit applies to youth work in the context of diverse groups of young people and communities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Become familiar with the culture of the specific community

- 1.1 Identify the historical, social, political, economic and environmental factors that impact on the community
- 1.2 Foster relationships with members of the community to support understanding of the specific community culture
- 1.3 Assess how relationships, communication and power structures work within the community
- 1.4 Identify the key decision- and opinion-makers within the community
- 1.5 Establish who the community's key external stakeholders are

2. Identify the place of young people within the specific community

- 2.1 Establish and maintain networks and relationships with the key stakeholders in the community
- 2.2 Find out about the experiences, key issues and concerns of young people in the community
- 2.3 Identify the expectations of young people and other key stakeholders of your role within the community

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Identify issues of common interest

- 3.1 Support young people to safely express their views
- 3.2 Identify areas of common concern and difference
- 3.3 Seek out the key community allies who share young people's concerns
- 3.4 Identify barriers to access and equity in relation to young people
- 3.5 Make referrals to address individual issues within duty of care requirements
- 3.6 Identify and discuss a range of ideas to address issues of common concern and create opportunities for young people

4. Work with young people in the community

- 4.1 Identify effective models, strategies and programs that address young people's issues in community work
- 4.2 Plan and deliver services safely according to organisation policies, regulatory requirements and community protocols
- 4.3 Consider and respect local community values, beliefs and roles when providing services
- 4.4 Apply strategies and policies to address identified needs of young people in communities
- 4.5 Take available opportunities to advocate on behalf of young people within communities
- 4.6 Maintain confidentiality of client information
- 4.7 Accurately document interventions, evaluate and report outcomes in line with organisation procedures.

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCYTH007 Undertake youth work in specific communities

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- established and maintained at least one network in the community in which youth work is performed. This includes:
 - using a range of community engagement strategies
 - respecting difference and embracing diversity of cultures
 - advocating for young people's participation in community issues and decision-making where appropriate
 - facilitating negotiations in conflict situations in communities where the conflict may be between young people and other community stakeholders
- referred at least one young person to appropriate services within or external to the community
- implemented community development principles and strategies to engage young people and others in at least one community action and response.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- relevant historical, social, political, economic, cultural and environmental factors that impact on community
- political and power dynamics within the community, including key stakeholders and role and place of young people in communities
- duty of care requirements and application in the community context
- community development principles
- youth-centred practices with a focus on the young person as the primary stakeholder
- relevant youth cultures, and social, political and economic and professional frameworks
- own cultural values, cultural lens and ethnocentrism
- organisation standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCYTH008 Support young people to take collective action

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to enable young people to participate in the decision-making that affects their lives.

This unit applies to youth work where the primary concern is to support groups of young people in taking action to meet their needs or responding to community issues.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Encourage and support young people to develop and use networks

- 1.1 Identify and note young people's issues, needs or interests in community issues
- 1.2 Encourage and support young people to identify common issues, needs and interests
- 1.3 Discuss possibilities for responding to identified common issues, needs and interests
- 1.4 Provide opportunities for young people with similar interests or needs
- 1.5 Support and encourage young people to identify relationships between their issues/interests and social structures
- 1.6 Encourage young people to work together to take joint action

2. Support young people to come together to plan collective action

- 2.1 Ensure young people have the relevant skills and knowledge to operate in a collective way
- 2.2 Map and monitor youth participation processes, particularly decision-making and inclusion processes of groups
- 2.3 Provide support, encouragement and opportunities to young people to enable them to communicate and interact with others to coordinate a planned action

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Support young people to identify and form alliances with key stakeholders

3.1 Identify other stakeholders interested in the issue or strategy

3.2 Gauge the interest, resources and possible roles of stakeholders

3.3 Support young people in contacting, informing and negotiating alliances with stakeholders

3.4 Assist young people and stakeholders to maintain appropriate contact and information flow

3.5 Encourage young people to acknowledge key stakeholder support

4. Support young people to implement their strategies or action plans

4.1 Provide relevant information as required to individuals and the group to facilitate better operation of collective networks

4.2 Offer individual or group support on an ongoing basis

4.3 Use group processes to monitor progress and adapt or further develop plans

5. Assist young people to monitor and evaluate strategies

5.1 Support groups to monitor and record progress

5.2 Assist groups to identify outcomes and consequences (intended or unintended) of their actions on an ongoing basis

5.3 Evaluate strategies and group processes

5.4 Provide reports of outcomes as appropriate to stakeholders and within the organisation

5.5 Celebrate achievements, including personal development, skills development and social change

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Context for youth work must include one or more of the following:
- centre-based work
 - drop-in centres, recreational facilities
 - housing and residential services
 - outreach and home visits, street, parks
 - schools
 - online youth work, web-based, emails, discussion rooms
 - telephone contact

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCYTH008 Support young people to take collective action

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- enabled youth participation through discussion and networking on at least three separate occasions
- actively engaged young people using communication skills appropriate to specific youth context and culture
- supported and enabled at least two young people to:
 - arrange group meetings
 - publicise group objectives to broader youth audiences
 - plan strategies and actions, resources, timelines, responsibilities
 - access support
 - identify, contact, inform and negotiate alliances with stakeholders
- evaluated strategies and reported on outcomes to stakeholders internal and external to the organisation.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- power imbalances in the professional relationship
- relevant policies and procedures of the organisation, including values and ideologies and how this impacts on the collective action
- ethical responsibilities when working with young people to take collective action
- models and tools of advocacy, community development, self-help, youth participation, and peer education
- theories of interpersonal communication, dispute resolution and principles of negotiation
- principles and theories of group work and structured and unstructured groups
- documentation processes and evaluation methods.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCYTH009 Support youth programs

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to devise, set up, coordinate, deliver and evaluate activities and programs for individuals and groups.

This unit applies to community services work in a range of contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Identify the program required

1.1 Collect evidence to determine the need for a particular program

1.2 Identify and review a range of possible programs to meet the defined needs

1.3 Select a program type based on client needs, organisational criteria and availability of resources

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Prepare program plan

- 2.1 Undertake appropriate strategic planning activities to ensure client needs are met
- 2.2 Plan activities in consultation with key clients and stakeholders
- 2.3 Determine operational arrangements for conducting the program and assess their feasibility
- 2.4 Ensure planning activities reflect accepted good practice in working with young people
- 2.5 Develop flexible implementation plans to suit a variety of contexts and to cope with contingencies
- 2.6 Identify appropriate implementation and evaluation strategies in the program plan in consultation with stakeholders

3. Deliver program

- 3.1 Implement program in accordance with program plan, organisation guidelines and legal/statutory requirements
- 3.2 Provide participants with access to a range of activities suited to their needs and interests
- 3.3 Implement contingency plans and adapt program to changing needs of participants as required
- 3.4 Ensure problems in program delivery are addressed promptly

4. Monitor and evaluate program

- 4.1 Use appropriate evaluation strategies during and after program and for revision and development
- 4.2 Collect, organise and report evaluation information in a format which is accessible and meaningful to clients and stakeholders
- 4.3 Prepare and present reports as required by organisational, funding and other requirements

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

- Reading – in order to collect and analyse evidence to inform program requirements.
- Writing – in order to prepare reports in line with workplace policies and procedures.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Context for youth work must include one or more of the following:
- centre-based work
 - drop-in centres, recreational facilities
 - housing and residential services
 - outreach and home visits, street, parks
 - schools
 - online youth work, web-based, emails, discussion rooms
 - telephone contact

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCYTH009 Support youth programs

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- collected, analysed and reviewed relevant evidence and a range of programs to determine the need for a specific program
- prepared at least one program plan, including:
 - outlining activities and actions
 - determining operational arrangements for calculating costs, space and resources
 - assessing feasibility
 - developing implementation and evaluation strategies
- supported the implementation of at least one program in a variety of contexts, adapting program to the changing needs of participants and evaluating outcomes, including:
 - using evaluation techniques and reporting outcomes to clients and stakeholders in an accessible format.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- target groups relevant to the worker and the program
- a range of relevant youth activities and programs
- legal and safety requirements as they relate to activities and programs
- techniques of evaluation
- relevant funding sources
- organisational standards, policies and procedures
- techniques for writing complete and accurate reports.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCYTH010 Provide services for young people appropriate to their needs and circumstances

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to provide guidance and role models to young people and their families to maintain positive and supportive relationships, while identifying problems and establishing goals for change based on maintaining support from family and the general community.

This unit applies to community services work in a range of contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Identify and address immediate needs and circumstances of young people

1.1 Identify and respond to immediate needs of young people according to nature and degree of urgency

1.2 Provide young people and their families with information tailored to their capacity of understanding and designed to calm and reassure

1.3 Observe and note any signs of distress, anxiety, aggression and apathy

1.4 Look for and note signs of impairment of functioning in individuals and relationships

ELEMENT

Elements define the essential outcomes.

2. Explore and clarify issues facing the young person and the nature of support sought

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2.1 Offer the young person adequate opportunity to explore and clarify the issues facing her/him

2.2 Negotiate involvement of other parties as required by young person and worker

2.3 Listen actively and positively to young person's issues, needs, views and feelings about their issues and accepting support

2.4 Make renewed attempts through appropriately modified approaches or responses where there are communication difficulties

2.5 Describe and analyse the nature and scope of the issues and check with the young person for completeness and accuracy

2.6 Clearly explain to the young person the role and capacity of the worker to provide assistance and support

2.7 Where appropriate, obtain relevant available information from others about the young person's potential need for support, consistent with the young person's right to access information and to approve or disapprove of the worker's actions

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Facilitate goal setting and action planning

3.1 Encourage and support the young person to work out their own goals and priorities and to assess feasibility

3.2 Identify and explain in a supportive manner any risks arising from the young person's choices

3.3 Offer further options to the young person without imposition or pressure where appropriate

3.4 Emphasise and negotiate clients' responsibility for determining and achieving their goals

3.5 Encourage clients to identify and prioritise long- and short-term goals based on individual responsibility and personal choice

3.6 Support the young person to develop strategies to act on goals set

3.7 Encourage clients to identify and analyse factors that have contributed to past behaviour and obstacles to achieving individual and family goals

3.8 Identify unrealistic expectations, challenge negative attitudes and unacceptable objectives and re-negotiate plans when required

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

4. Provide targeted assistance and referral

4.1 Discuss availability, type and nature of services and resources in a manner appropriate to the young person's right of choices

4.2 Encourage young person to use services and resources appropriate to their needs in line with legal, statutory and organisational requirements

4.3 Advise the young person about legal and statutory provisions which might affect their situation and confirm young person's understanding of information provided

4.4 Establish systems to ensure information and referral sources within organisation are up-to-date, comprehensive, accurate, accessible and relevant to clients

4.5 Continually monitor effectiveness of service delivery and resolve problems of access, services or resources as appropriate

4.6 Ensure all documentation and reporting is in accordance with organisation procedures

5. Act as an advocate on request

5.1 Where the young person requests the worker to act as an advocate, identify the scope and goals of the possible role and outline and negotiate these with the young person

5.2 When requested and where possible, support the young person and accompany them during first stages of access to services to enable them to gain confidence to go alone

5.3 Represent the young person's interests clearly and accurately in a manner consistent with the identified agreement between them and the worker

5.4 Explain to the young person all representations made on their behalf in a manner and language appropriate to their information needs and circumstances and confirm their understanding

5.5 Ensure decisions and/or actions taken on behalf of the young person are consistent with their expressed or implied preferences and interests

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Context for youth work must include one or more of the following:
- centre-based work
 - drop-in centres, recreational facilities
 - housing and residential services
 - outreach and home visits, street, parks
 - schools
 - online youth work, web-based, emails, discussion rooms
 - telephone contact

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCYTH010 Provide services for young people appropriate to their needs and circumstances

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- identified and responded to the needs of at least two young people, including:
 - providing information to young person and families
 - listening to young person's issues, concerns and feelings
 - setting goals and planning actions to achieve goals with young person
 - discussing, identifying and encouraging young person to access services
 - referring young person to alternative services
- advocated for at least two young people, including:
 - negotiating goals, role and scope of advocacy work with young person
 - accompanying young person during first stages of service access
 - representing young person's interests and keeping young person informed of representation processes
- completed all relevant documentation and reports accurately and completely
- communicated with at young person clearly and accurately.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- target groups relevant to the worker and the activity or program
- a range of youth activities and programs
- legal and safety requirements as they relate to activities and programs in youth work
- relevant funding sources
- communication strategies, including negotiation and conflict resolution
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCYTH011 Work effectively with young people and their families

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to cooperate in mutual agreement on the activities, outcomes and processes of young people's family members/nominated carers, for the purpose of achieving goals identified in consultation with the young person to address their concerns and/or risks.

This unit applies to community services work in a range of contexts where the young person is considered the primary client.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Establish relationship with the young person's nominated carer/family members

1.1 Gather necessary information about the background and circumstances of young person and their family/carers with respect for privacy and confidentiality

1.2 Provide information to young person and their family/carers in a factual, clear and ethical manner to promote positive responses

1.3 Identify issues and changes needed to behaviour and relationships of young people and their families/carers

1.4 Maintain clear, ethical and honest relationships with young person as the primary client, and their family/carers as secondary clients

1.5 Encourage family members to reflect on their relationships, expectations and personal responsibilities

1.6 Identify obstacles to professional relationships with families/carers

1.7 Record concerns according to the code of conduct and ethics

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Exchange information with family/carers about young person's needs and/or risks

2.1 Use effective communication and model positive behaviour techniques to encourage active participation and appropriate responses

2.2 Monitor and anticipate behaviour and mood of clients and respond appropriately

2.3 Provide clients with clear and relevant information at a suitable language and comprehension level within the parameters of confidentiality and privacy

2.4 Analyse own values for impact on attitudes and interactions and to detect and avoid personalising issues, discrimination or stereotyping

3. Determine a mutual approach to addressing the young person's needs

3.1 Check that objectives, outcomes and processes of young person's responses are consistent with organisation's policies and objectives and service outcomes

3.2 Negotiate with the young person their goals and indicators of achievement and include other persons where nominated by the young person

3.3 Plan a structured sequence of activities and timetable to achieve client objective within available resources

3.4 Consult team members for feedback on the planned program

3.5 Identify resources needed for continuing work with clients and allocate according to priorities and availability

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

4. Respond to families'/nominated carers concerns about young person

- 4.1 Develop trust and address family members'/carers' concerns, including limitations on confidentiality and power differentials between individuals
- 4.2 Identify and prioritise short- and long-term implications of family/ carer concerns
- 4.3 Validate family/ carer concerns using a range of checking sources including consultation with the young person as primary client
- 4.4 Provide information to family members/ carers on a need-to-know basis with respect for young person's privacy
- 4.5 Negotiate conditions and confirm agreement with families/ carers to encourage commitment, cooperation and mutual action
- 4.6 Identify indicators of concerns, patterns of behaviour, strengths and barriers to family involvement and consider this information in the approach taken
- 4.7 Encourage family members/ carers to take responsibility for agreement on objectives, targets and outcomes
- 4.8 Ensure location of client meetings promotes neutrality, individual empowerment, comfort, trust, privacy, energy and focus for all clients
- 4.9 Guide clients to maintain positive direction, cooperation, achievements and respect

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

- Oral communication – in order to engage in collaborative discussions with young people and their families.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCYTH011 Work effectively with young people and their families

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- used a range of strategies to empower at least two young people and their families/carers to maintain motivation and purpose and achieve agreed outcomes, including:
 - facilitating the young person's individual expression of needs to families/carers and others
 - using varied communication strategies with young people and families/carers to ensure that opportunities for exploring issues are fair, confidential, and appropriate to the needs of individuals
 - advocating for the needs of young people
- assessed at least two clients' background and behaviour to determine family intervention and youth support processes
- planned family intervention-based support strategically to achieve service outcomes and priorities for at least one young person.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

- principles of communication for specified outcomes, including:
 - empathetic listening
 - meaning and impact of body language
 - eye contact
 - interpreting hidden and complex messages
 - feedback
 - use of reflection, review and debriefing
 - facilitation of interaction and participation
- principles of group dynamics and interaction including:
 - differentials in power
 - empathy/identification
 - trust-building
 - challenging
- rights of children and young people
- ethics and codes of conduct where the young person is the primary client
- privacy legislation applied to situations of information exchange between a range of individuals and organisations about a young person as primary client of the service
- understanding of own values and attitudes and their impact on work and relationships.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCYTH012 Manage service response to young people in crisis

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to elements and performance criteria. New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required to develop an agency approach to young people in crisis.

This unit applies to community services work in a range of contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Implement a framework for preventing crisis situations

1.1 Develop a framework to address prevention and response to critical situations, and which reflects consideration of beliefs, rights and needs of client and responsibilities of organisation within a legislative and statutory context

1.2 Establish appropriate resources and mechanisms to assist workers to deal with crisis situations

1.3 Define details of organisation's responsiveness to crisis situations and articulate to relevant personnel

1.4 Store and maintain all information related to crisis situations to maximise accessibility, accuracy, currency and legibility

1.5 Implement procedures to ensure clients have ready access to information that may help to resolve crisis situations

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

2. Support staff in responding to a crisis

- 2.1 Establish appropriate protocols for managing potential and actual crisis situations
- 2.2 Draft and regularly update procedures for the management of crises and communicate to staff and other relevant personnel
- 2.3 Ensure any crisis management procedures developed are consistent with legal and organisational obligations and constraints
- 2.4 Allocate resources for prompt and effective response to crisis situations
- 2.5 Provide appropriate crisis response training and update briefings to workers on a regular basis
- 2.6 Formulate appropriate advice for upgrade of organisation procedures including those related to workplace health and safety (WHS) and other industrial and legislative requirements

3. Follow-up crisis situations

- 3.1 Complete all required reporting and ensure it is comprehensive, accurate and consistent with organisation's policies and procedures
- 3.2 Define debriefing procedures and implement routinely
- 3.3 Provide opportunity for participation in review and evaluation of organisation responsiveness
- 3.4 Identify needs of all specific parties which arise from a crisis situation and develop strategies to ensure they are addressed

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

- Writing – in order to develop policies, procedures and reports in line with workplace guidelines.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

Assessment Requirements for CHCYTH012 Manage service response to young people in crisis

Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to elements and performance criteria. New evidence requirements for assessment.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- implemented a framework to prevent and respond to crisis situations by:
 - defining circumstances contributing to a crisis situation
 - analysing the legal and statutory requirements
 - identifying and obtaining resources to respond to crisis situations
 - providing information to clients and staff about the organisation's policies and procedures for dealing with crisis situation
 - supporting staff in responding to crises by providing training and briefings
- followed-up on crisis situations by:
 - maintaining documentation as required, including effective use of relevant information technology in line with WHS guidelines
 - effectively communicating with staff, including implementing mediation and negotiation, and conflict resolution/management
 - providing feedback to staff members.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- legal and organisational policies relating to safety within the work environment
- relevant specialist support services and resources
- possible factors which contribute to young people entering crisis situations
- methods of crisis intervention including mediation and negotiation
- characteristics of aggressive and abusive behaviour
- methods of promoting less aggressive/abusive behaviour
- other support agencies and the relevant specialist resources they offer
- possible factors which contribute to young people entering crisis situations
- potential repercussions of inappropriate intervention of worker behaviour.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCICS304B Work effectively with carers

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to work effectively with members of families or other non-paid support people e.g. friends and carers, to support quality of life for their family member who is aged or has a disability

Application of the Unit

Application

This unit of competence is relevant for workers providing support to older people, people with disabilities, children and young people

On completion of this unit of competency, the worker will be able to respond appropriately to clients by working in a manner focused on the needs of the client, carers and significant others

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Acknowledge the carer as part of the care team

PERFORMANCE CRITERIA

- 1.1 Identify the importance of family roles and relationships in the life of the person with support needs in discussion with the client
- 1.2 Confirm with supervisor the role of the *carer* in their family member's life
- 1.3 Identify the knowledge and skills of the carer that complement the role of the worker
- 1.4 Identify and confirm with supervisor job function boundaries that indicate respect for the carer's role
- 1.5 Identify and confirm with supervisor *carer needs* that have an impact on the family member e.g. respite, workforce participation
- 1.6 Provide support according to relevant organisation and government policy and *relevant legislation*
- 1.7 Work in a manner that respects the confidentiality and privacy of the carer, as well as the person with support needs

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 2. Contribute to the inclusion of the carer as part of the care team | 2.1 Participate in planning activities with the person with support needs and, to the extent agreed by the client, their carer |
| | 2.2 Provide individualised plan support in a manner that respects and includes the carer as part of the care team |
| | 2.3 Identify <i>carer issues</i> and report to supervisor |
| | 2.4 Participate in solution finding in a manner that recognises and supports the strengths of both the person with support needs and their carers |
| | 2.5 Work in manner that recognises and supports <i>carer's relationship</i> with and knowledge about the person with support needs |
| 3. Support carer to maintain a lifestyle suitable to their needs and preferences | 3.1 Identify aspects of a carer's role that has a negative impact on their own needs and preferences and report to supervisor |
| | 3.2 Participate in finding a solution that will assist a carer to achieve or maintain a lifestyle suitable to their needs and preferences |
| | 3.3 Provide support that assists a carer to achieve positive lifestyle outcomes that reflect their needs and preferences |
| 4. Identify <i>risk to the care relationship</i> | 4.1 Identify the changing nature of the care relationships over time |
| | 4.2 Identify key changes that may include risk of care relationship breakdown |
| | 4.3 Confirm with supervisor risks that may warrant re-assessment or review of the individualised plan |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Basic family relationships and dynamics
- Basic knowledge of the impact of disability and ageing on family and other natural supports
- Carer support organisations and resources
- Confidentiality and privacy requirements when working with a carer
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Relevant legislation and policy, as identified in the Range Statement
- Relevant organisation policy
- Strengths-based philosophy and practice

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply knowledge of basic home fire safety
- Establish and maintain healthy professional/work boundaries
- Identify carer needs
- Liaise and report to supervisor
- Maintain confidentiality
- Participate in strengths-based solution finding

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

REQUIRED SKILLS AND KNOWLEDGE

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
 - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
 - industry work roles will require a literacy level that will enable workers to interpret international safety signs, read client service delivery plans, make notations in client records and complete workplace forms and records
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation
 - this requires a level of skill and ability to follow work-related instructions and directions and to seek clarification and comments from supervisors, clients and colleagues
- Apply verbal and non-verbal communication skills
 - industry work roles will require effective verbal and non-verbal communication skills to ask questions, clarify understanding and meaning, recognise and interpret non-verbal cues, adapt communication styles to meet specific needs, provide information and express encouragement and support including active listening and empathy
- Apply basic problem solving skills to resolve problems within organisation protocols
- Recognise, act upon and promote opportunities to enhance sustainability in the work context
- Work effectively with clients, social networks, colleagues, supervisors and other services/agencies

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include:
 - access to appropriate workplace where assessment can take place
- Relevant organisation policy, protocols and procedures

EVIDENCE GUIDE

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

Related units:

This unit of competency should be assessed after or in conjunction with related unit:

- CHCICS302A Participate in the implementation of individualised plans

AND

In the case of working with older people, the unit should be assessed after or in conjunction with:

- CHCAC318B Work effectively with older people

In the case of working with people with disabilities, the unit should be assessed after or in conjunction with:

- CHCDIS301B Work effectively with people with a disability

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Carer may include:

- Family members
- Other non paid support person e.g. friend

RANGE STATEMENT

Carer needs may include:

- Affirmation
- Choice about involvement in specific aspects of care
- Education
- Inclusion
- Information and referral
- Peer support
- Recognition

Relevant legislation may include:

- Anti-discrimination Act 1977 (NSW)- Carers' responsibilities amendment
- Carer Recognition Act 2004 (WA)
- Carer Recognition Policy 2003 (QLD)
- Carers Charter; Carer Recognition Legislation; State Carers Policy (SA)
- Caring for Carers in the ACT - A plan for Action 2004-2007
- Child protection legislation
- Department of Human Services Victoria 'Recognising and Supporting Care Relationships Policy Framework 2006+ Action Plans for Aged care, mental Health and Disability
- NSW Carers statement 1999 (NSW)

Carer issues may include:

- Emotional well being
- Exhaustion
- Financial
- Grief and loss
- Other family relationships
- Physical health and well being/Medical
- Social participation
- Stress
- Workforce participation

RANGE STATEMENT

- Carer's relationship may include:*
- Child
 - Friend
 - Grandparent
 - Neighbour
 - Other relative
 - Parent
 - Sibling
 - Spouse/partner (including same sex partner)
- Risk to the care relationship may include:*
- Conflict in relationships with family or service providers
 - High intensity care
 - High level of carer stress
 - Loss of formal or informal supports
 - Multiple competing role demands
 - Worsening carer health
 - Worsening health or behaviour of the person with support needs
- Basic home fire safety includes knowledge of:*
- Behaviour that may contribute to fire injury and/or fatality
 - High fire risk groups
 - Optimum placement of smoke alarms
 - Referring client for smoke alarm installation and maintenance
 - Role of a working smoke alarm
 - Smoke alarm testing and cleaning
 - Types of smoke alarms

Unit Sector(s)

Not Applicable

CHCCS314B Deliver services to meet personal needs of clients

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to undertake assessments of clients needs and match to services available

Application of the Unit

Application

This unit may apply to service delivery in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Assess client needs to ensure they can be met

PERFORMANCE CRITERIA

- 1.1 Use appropriate language and interpersonal skills to ensure the diverse needs of *clients* are identified
- 1.2 Employ appropriate mechanisms to ensure that all relevant client information is collected
- 1.3 Seek additional information from specialists as required to assist in assessment of clients
- 1.4 Ensure all dealings with clients are consistent with organisation standards and practices
- 1.5 Record and store information collected in accordance with organisation procedures
- 1.6 Document information about client needs in accordance with accepted organisation procedures to enable professional decisions about provision of relevant services to best address client needs
- 1.7 Assess client information for *complexity*, urgency and eligibility to identify priorities for service delivery
- 1.8 Provide clients with all relevant information about the range of services required and available to them
- 1.9 Base decisions about client needs on full range of available relevant information

ELEMENT

2. Identify and provide for the delivery of services to meet client needs

PERFORMANCE CRITERIA

- 2.1 Identify services which match to client needs from within and outside the organisation
- 2.2 Establish and maintain relevant *networks* to ensure referral of clients to appropriate services
- 2.3 Assist clients to access targeted services from within and outside the organisation
- 2.4 Provide clients with information about the services available to them in accordance with organisation procedures
- 2.5 Work within scope of responsibility, to ensure clients have access to services that meet their needs
- 2.6 Ensure decisions about targeting *client services* are based on up to date information about the client and available services
- 2.7 Identify own limitations in assessing and addressing client needs and, where appropriate, seek assistance from colleagues, senior staff and experts in the area
- 2.8 Make appropriate referrals to specialist services based on the assessment of client needs

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Accepted organisation procedures, systems and practice for client assessment and allocation of services
- Accepted practices for delivery of services to particular clients
- Issues affecting particular client groups including:
 - income/economic
 - health
 - social
 - community support and interaction
 - education and training
 - employment
 - impact of assessment
 - client needs
 - local services available for clients

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Administer organisations' instruments and mechanisms to assess client needs
- Select appropriate services from a range of services provided by the organisation to match client needs
- Select from other services available in the broader community to address client needs
- Develop and maintain appropriate networks
- Provide referrals to relevant organisations or providers of specialist services

REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply oral communication skills required to develop rapport with client
 - oral communication skills may include listening, asking questions, providing encouragement
 - language used may be English, sign language or community language depending on client group
- Apply literacy competency required to fulfil the procedures of the organisation/service
 - Language used may be English or community language depending on service/organisation
- Demonstrate application of skills in:
 - high level interpersonal skills
 - analysis and judgement
 - risk management

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must include a number of clients

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
- Method of assessment:*
- Assessment may include observations, questioning or evidence gathered from the workplace

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

- Clients include:*
- Individual members of the public
 - Referred or self referred
 - People with specific needs seeking access to services
- Language and interpersonal skills include:*
- Means for communicating with people with disabilities or where English is not the first language
 - Means for communication with people in particular communities
 - Communication with different age and gender groups
- Client services include:*
- Income, financial and community support services
 - Employment services
 - Access to recreation services
 - Care and support services
 - Transport and communication services
- Complexity includes:*
- Combinations of physical, social , economic and personal factors
- Information collection mechanisms include:*
- Interviews with clients, family, significant others and carers
 - Questionaries
 - Applications and other forms
 - Case documentation
 - Using specialist communicators
 - Classification tools
 - Information from professionals including medical reports
 - Information from service providers
- Networks include:*
- Specialist providers in the community services and health areas including physical assessments
 - Specialist services to assist communication with client and identification of their needs
 - Providers of any of the identified client services required by clients of the organisation

Unit Sector(s)

Not Applicable

CHCORG423C Maintain quality service delivery

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCORG423B Maintain quality service delivery	CHCORG423C Maintain quality service delivery	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to perform work within a legislative and ethical framework to ensure the provision of high quality service delivery which supports the rights and interests of clients

Application of the Unit

Application

The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1. Demonstrate commitment to the delivery of high quality services to clients | <p>1.1 Demonstrate consideration and understanding of the <i>context</i>, models of service delivery, <i>underpinning values and philosophy of the sector</i> in all work undertaken</p> <p>1.2 Ensure all work undertaken is consistent with relevant <i>current policies and legislative requirements</i></p> <p>1.3 Demonstrate understanding of the <i>issues</i> facing clients and their carers in all work</p> <p>1.4 Demonstrate <i>commitment to access and equity principles</i> in all work in the sector</p> |
| 2. Develop and implement a framework for quality service delivery | <p>2.1 Devise strategies to ensure delivery of high quality services which continue to reflect best practice</p> <p>2.2 Establish and implement <i>protocols</i> and procedures to manage service delivery and reflect best practice work in community services industry</p> <p>2.3 Identify and address <i>barriers</i> in the organisation that impact on delivery of high quality service</p> <p>2.4 Regularly update procedures for managing service delivery to reflect current best practice, relevant legislative changes, and changing client <i>needs</i></p> |

ELEMENT**PERFORMANCE CRITERIA**3. Monitor and review *service delivery*3.1 Monitor implementation of *strategies* to evaluate delivery of services

3.2 Review service delivery and revise procedures as required to reflect best practice work

3.3 Ensure staff receive necessary competency development to support delivery of current best practice, address relevant legislative changes and respond appropriately to changing client needs

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness of discriminatory actions
- Awareness of own attitudes to client groups
- Common health problems of the clients and their effects
- Common risks to safety
- Consumer needs and rights including duty of care
- Current issues facing clients and existing services to address their needs and rights
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required (e.g. palliative care)
- Holistic and client-centred care
- Importance of principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability
- Knowledge specific to working with people at risk of self-harm
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds
- Organisation occupational health and safety policies and procedures
- Organisation philosophy and guidelines
- Organisation policies, practices and programs relating to the work role
- Principles and practices of confidentiality
- Principles of access and equity
- Principles of client empowerment/disempowerment
- Rights and responsibilities of the client
- Understanding of stereotypes of client groups

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply understanding of accountability and responsibility to perform work within legislative and ethical frameworks
- Provide and support a high quality of care for clients
- Uphold and support the rights and interests of clients in the workplace

In addition, the candidate must be able to effectively do the task outlined in elements and

performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - interpersonal communication with clients and other stakeholders:
 - communication may involve both oral and written communication skills, and will depend on the requirements to fulfil the job role as specified by the organisation/ service
 - language used may be English or a community language, depending on the client group
 - literacy and numeracy competence required to fulfil organisation reporting requirements and according to the literacy support available in the workplace:
 - literacy support may include the use of dictionaries, explanations of medical terminology
 - program development, review and revision
 - counselling
 - resource management and financial accountability
- Use and coordinate the use of relevant information technology effectively in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment could be conducted in one time period but must include a range of aged people's rights, needs and interests identified in the Range Statement

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resource requirements for assessment of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
- Method of assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
 - Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Context includes:

- Changing social context of work e.g. consumer centred approach, changing government and societal views, approaches to working with clients
- Economic context e.g. the current economic situation as it relates to and affects clients and the subsequent impact on client needs
- Historical context of work e.g. changing approaches to working with clients
- Political context e.g. government policies and initiatives affecting clients
- Statutory framework within which work takes place

The underpinning values and philosophy of the sector may include:

- A holistic and client / consumer-centred approach
- Commitment to empowering clients
- Commitment to meeting the needs and upholding the rights of clients
- Community education
- Early intervention
- Promotion of mental health and well being
- Targeting of appropriate services

Current policies and legislative requirements include:

- Aged Care Act 1997
- Case Management Society of Australia national standards
- Corporations Law
- Disability Discrimination Act
- Equal Employment Opportunity principles
- Freedom of Information Act
- Guardianship Act
- Individual rights
- Medical Act
- Medication regulations
- Nurses Act
- Others
- Pharmacy Act
- Poisons Act
- Privacy Act
- Residential Aged Care Service Standards

Issues may include:

- Access to community resources
- Changing needs for physical comfort, sleep and rest
- Death, grieving and loss
- Development
- Need for support and care

A commitment to access and equity principles includes:

- A non discriminatory approach to all people using the service, their family and friends, the general public and co workers
- Creation of a client oriented culture
- Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social

Rights include principles expressed in:

- Charters of rights
- Freedom from discrimination
- Freedom of information
- General human rights
- Outcomes standards
- Outcomes standards documents
- Service standards

- Rights may be detailed in:*
- Industry and organisation service standards
 - Legislation
 - Mission statements
 - Resident handbooks
- Rights may include:*
- Access to complaint mechanisms
 - Choice to participate
 - Common law
 - Confidentiality
 - Freedom of association
 - Privacy
 - To be treated in a dignified, safe and comfortable manner
 - To express own feelings
- Needs may include:*
- Accommodation
 - Financial
 - Personal
 - Physical comfort
 - Recreational
 - Safety
 - Security
 - Social
- Service delivery may include:*
- Care and support
 - Case management
 - Community development and education
 - Health promotion
 - Home based support
 - Peer support/self help
 - Residential services
 - Respite care
 - Unpaid work
 - Working with families

Strategies may include those to address:

- Accreditation
- Client lifestyle
- Continuous improvement
- Health and personal care of the client
- Management systems, staffing and organisation development
- Physical environment and safety systems
- Service standards
- Visitors

Protocols may include:

- Assessment of client needs
- Collection, recording and reporting of information
- Communication with clients
- Processes for decision-making for consideration of client needs

Barriers may include:

- Client service strategies
- Economic
- Negative personal attitudes and values of staff
- Organisation procedures and practices
- Physical
- Social, cultural and religious

Unit Sector(s)

Not Applicable

BSBHRM513A Manage workforce planning

Modification History

Release	Comments
Release 1	This version first released with <i>BSB07 Business Services Training Package Version 8.0</i> . Replaces BSBHRM504A Manage workforce planning.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan workforce strategies to achieve organisational goals and objectives.

It includes assessing factors that may affect the supply of workers, aligning workforce objectives with business plans, and designing strategies and succession plans to ensure a competent and appropriately diverse workforce is available to meet anticipated changes. The unit covers the research associated with labour markets and the requirement to match organisational needs with employee skills and commitment.

Application of the Unit

This unit applies to human resources managers or staff members with a role in a policy or planning unit that focuses on workforce planning.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

Elements and Performance Criteria

1. Research workforce requirements	<p>1.1 Review current data on staff turnover and demographics</p> <p>1.2 Assess <i>factors that may affect workforce supply</i></p> <p>1.3 Establish the organisation's <i>requirements for a skilled and diverse workforce</i></p>
2. Develop workforce objectives and strategies	<p>2.1 Review organisational strategy and establish aligned <i>objectives</i> for the modification or retention of the workforce</p> <p>2.2 Define whether staff turnover is unacceptable and if so consider strategies to address the turnover</p> <p>2.3 Define objectives to retain required skilled labour</p> <p>2.4 Define objectives for workforce diversity and cross-cultural management</p> <p>2.5 Define strategies to source skilled labour</p> <p>2.6 Communicate objectives and rationale to relevant stakeholders</p> <p>2.7 Obtain agreement and endorsement for objectives and establish targets</p> <p>2.8 Develop contingency plans to cope with extreme situations</p>
3. Implement initiatives to support workforce planning objectives	<p>3.1 Implement action to support agreed objectives for recruitment, training, redeployment and redundancy</p> <p>3.2 Develop and implement strategies to assist workforce to deal with organisational change</p> <p>3.3 Develop and implement strategies to assist in meeting the organisation's workforce diversity goals</p> <p>3.4 Implement succession planning system to ensure desirable workers are developed and retained</p> <p>3.5 Implement programs to ensure workplace is an employer of choice</p>
4. Monitor and evaluate workforce trends	<p>4.1 Review workforce plan against patterns in exiting employee and workforce changes</p> <p>4.2 Monitor labour supply trends for areas of over- or under-supply in the external environment</p> <p>4.3 Monitor effects of labour trends on demand for labour</p> <p>4.4 <i>Survey organisational climate</i> to gauge worker satisfaction</p> <p>4.5 Refine objectives and strategies in response to internal and external changes and make recommendations in response to global trends and incidents</p> <p>4.6 Regularly review government policy on labour demand and</p>

	supply 4.7 Evaluate effectiveness of change processes against agreed objectives
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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and leadership skills to:
 - explain the need for change
 - gain senior management support for workforce planning initiatives
- literacy skills to read and write reports and succinct workforce plans
- numeracy skills to work with data and predictions about labour supply information
- analytical skills to review data according to the needs of the organisation
- technology skills to:
 - communicate with key stakeholders
 - support HR functions, including data collection and managing information according to legislation and organisational policies.

Required knowledge

- current information about external labour supply relevant to the specific industry or skill requirements of the organisation
- industrial relations relevant to the specific industry
- labour force analysis and forecasting techniques.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • review relevant supply and demand factors that will impact on an organisation's workforce • develop a workforce plan that includes relevant research and specific strategies to ensure access to a skilled and diverse workforce.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • assessment of reports on labour supply trends and strategies to access and retain labour with required skills • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • review of documentation outlining agreed objectives for the modification or retention of the workforce and how these objectives were communicated to senior management • review of strategies implemented to assist the workforce to deal with organisational change • evaluation of implementation of succession planning system • review of the results of the organisational climate survey • oral or written questioning to assess knowledge of industrial relations relevant to the specific industry.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other units from the Diploma of Human Resource Management.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Factors that may affect workforce supply</i> may include:	<ul style="list-style-type: none"> • changes in technology • competition for workers • economic conditions • industry changes • market trends • skills and labour shortages • unemployment rates.
<i>Requirements for a diverse workforce</i> may include all forms of difference, including:	<ul style="list-style-type: none"> • age • gender • generational • learning styles • race • religious beliefs • sexuality • workers' background, including cultural and linguistic background.
<i>Objectives</i> may include:	<ul style="list-style-type: none"> • becoming an employer of choice • specific objectives for the organisation on recruitment, training, redeployment and redundancy • triple bottom line.
<i>Organisational climate surveys</i> may include:	<ul style="list-style-type: none"> • employee opinion surveys • employee satisfaction surveys • systems for checking how staff perceive the organisation and its function.

Unit Sector(s)

Workforce Development – Human Resource Management

CHCCDP403B Analyse and apply education and training information

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the collection, analysis and application of education and training information to enhance delivery of career information services

Application of the Unit

Application

This unit of competency may contribute to recognition as an associate career development practitioner in line with the Career Industry Council of Australia standards

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Collect *education and training information*

1.1 Identify the type of *education and training information* to be collected

1.2 Identify and access a range of suitable information sources

1.3 Use a range of appropriate methods to collect education and training information

1.4 Provide information that defines relevant characteristics of education and training context

1.5 Confirm currency of education and training information

2. Analyse education and training information

2.1 Analyse education and training information to identify effects upon future pathways

2.2 Report and discuss results of analysis

3. Develop and apply *workable solutions*

3.1 Develop *workable solutions* on consideration of relevant information and options

3.2 Communicate or implement proposed solutions as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understanding of education and training characteristics on a national, state and local level
- Education and training pathways into key employing industries in local area
- Costs, incentives and other assistance available

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use an appropriate range of education and training data sources to collect information
- Analyse education and training information to determine relevance to current and future pathways
- Apply knowledge of education and training information to planning and problem solving
- Develop/enhance workable solutions through the use of education and training information

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply literacy and numeracy skills to read and understand a variety of texts; prepare education and training pathways plans and enter the information into organisation's information systems
- Use planning skills to organise information and plan and review work activities
- Use problem solving skills to evaluate options
- Use oral and written communication skills to provide and elicit advice and information

REQUIRED SKILLS AND KNOWLEDGE

effectively

- Apply technology skills to use business equipment and software including use of internet and intranet for research

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The person being assessed must provide evidence of Essential Knowledge as well as Essential Skills specified in this unit
- This unit is most appropriately assessed in the workplace or a simulated workplace environment under the normal range of work conditions
- Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
 - an appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment
 - equipment and resources normally used in the workplace

Method of assessment may include:

- Observations
- Questioning
- Project
- Written assignment
- Evidence gathered from the workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Education and training information includes, but is not limited to:

- University entry
- Alternative pathways (e.g. portfolio)
- TAFE entry
- Private training providers
- Overseas placements
- VET in Schools
- Systems and sectors e.g. public, AIS, CEO, community, SIDE
- Specialised school programs
- RPL/RCC
- Fast track
- AQF
- Graduate programs
- Internships
- Cadetships
- Vacation programs
- Apprenticeships/traineeships
- Sandwich placements
- Work experience
- Scholarships
- Costs (Fee Help, PELS, FFS)

RANGE STATEMENT

Information sources include, but are not limited to:

- Information available within the organisation
- Publications, industry journals, articles
- Internet websites, such as:
 - www.myfuture.edu.au
 - www.deewr.gov.au
- Telephone directories
- Visits to workplaces
- Industry associations e.g. building and construction
- Professional associations e.g. AACC, CEAWA
- Employer associations e.g. CCI
- State government departments of employment and training
- Newspaper advertisements
- Community organisations
- University and training facilities
- Career centres
- Expos
- Career information days/evenings
- Job guide
- RECAP file and local equivalents
- Networking

Relevant professional associations and their members for networking and liaising may include but are not limited to:

- Career education associations
- Australian Association of Career Counsellors
- National Association of Graduate Careers Advisory Services (NAGCAS)
- Career Industry Council of Australia (CICA)
- Australian Association of Graduate Employers (AAGE)
- Local community partnerships (LCPs)
- Regional industry career advisers (RICAs)
- Network of industry sector national industry career specialists (NICS)
- Enterprise development networks (EDNs)

RANGE STATEMENT

Appropriate methods to gather information can include, but are not limited to:

- Use of internet and intranet
- Interviews
- Individual research
- Questioning employers
- Use of libraries
- Publications
- Attendance at meetings, conferences, Career information days/evenings
- Career Expos
- Networking
- Workplace visits

Workable solutions include, but are not limited to:

- Individual Pathways Plans
- Job search planning
- Career plans for individual clients

Unit Sector(s)

Not Applicable

CHCCS403C Provide brief intervention

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS403B Provide brief intervention	CHCCS403C Provide brief intervention	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to identify, implement and monitor brief intervention strategies for use in a variety of community health contexts

Application of the Unit

Application

This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Explain what brief intervention is and how it can be effectively used | <p>1.1 Define <i>features of brief interventions</i> and give examples</p> <p>1.2 Explain <i>reasons for using brief interventions</i>, who can use them and when they may be appropriate</p> <p>1.3 Describe stages of behaviour change model, including elements of pre-contemplation, contemplation, action and maintenance</p> <p>1.4 Describe step by step process for undertaking brief interventions</p> |
| 2. Assess a client's need for intervention and the type of brief intervention required | <p>2.1 Assess client's need for intervention</p> <p>2.2 Elicit issue/s of concern and determine client's stage in his/her decision to change</p> <p>2.3 Identify <i>resources required to support the brief intervention</i></p> <p>2.4 Identify and plan appropriate brief intervention strategies to match client need</p> |

ELEMENT**PERFORMANCE CRITERIA**

3. Practise and use *brief intervention strategies* which match a client's stage of change
- 3.1 Raise awareness of the health issue with a client who is not contemplating change
- 3.2 Conduct brief motivational interview with a client who is contemplating change
- 3.3 Support client who expresses motivation to change in exploring choices, setting goals and identifying relapse prevention strategies
- 3.4 Take opportunities to support and encourage a client who has made a change
- 3.5 For a client who has lapsed or relapsed into prior behaviour, identify current needs and sources of assistance, and give support as appropriate
4. Monitor brief intervention activities
- 4.1 Keep notes are kept in the client's file in accordance with *organisation policies and procedures*
- 4.2 Ensure client's file notes include the client's stage of decision-making on each occasion
- 4.3 Maintain confidentiality and security of information
- 4.4 Regularly review client's progress or outcomes
- 4.5 Discuss outcomes with the client in an appropriate manner
- 4.6 Discuss the use of brief intervention as a public health strategy with others in the organisation within the context of service evaluation procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Brief intervention scope and process
- The wider physical, social, community and cultural environment within which the client lives
- Knowledge of facts and approaches relating to nutrition, environmental health, use of alcohol, tobacco and other drugs as relevant to the client and worker context
- Options to support behaviour change
- Referral resources
- Importance of confidentiality and privacy
- Organisation policies and procedures for record-keeping and security
- Workplace code of conduct or code of practice
- Work health and safety (WHS) guidelines

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Consistently complete course tasks and materials, workshop notes, diagrams and/or lists
- Orally present accurate information about brief intervention
- Undertake practical demonstration and/or role play
In the case of workplace delivery, elements of brief intervention could be practised sequentially
For example, starting by assessing intention to change in several clients, then doing more harm reduction for pre-contemplators, and so on to build up confidence and competence
- Complete log book of cases, including self assessment
- Complete client file notes and records

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

REQUIRED SKILLS AND KNOWLEDGE

These include the ability to:

- Demonstrate interpersonal communication, including ability to listen, observe, speak and behave in a respectful and sensitive manner
 - it is necessary for the worker's manner to be non-judgemental and non-confrontational
 - this ability is crucial as the health information shared may be confronting to the client
 - language used may be English or a community language depending on the client and worker
- Undertake screening and assessment of client needs
- Clearly present health information in one-to-one situation
- Demonstrate facilitation and negotiation to the level required to assist client decision-making
- Apply literacy competence required to satisfy record-keeping and referral requirements
- Maintain documentation as required, including effective use of relevant information technology in line with WHS guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- It is recommended this unit be assessed after, or in conjunction, with the attainment of competency in other communication unit(s) within qualifications
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit of competency is designed to stand alone
- It is designed to be offered to workers of broad ranging professional background, engaged in a variety of settings and may be, but is not required to be assessed in conjunction with other units
- Assessment may take place during a training workshop or in the workplace, depending on the mode of delivery

EVIDENCE GUIDE

Method of assessment:

Assessment should include a combination of methods such as:

- Observation and listening
- Individual/group discussion
- Discussion of participants' self-assessment and evaluation
- Assessment of written exercises, displays and presentations

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Workers may be engaged in a working environment in which they:

- Seize opportunities to do brief interventions with clients as they arise
- Work with a client on a one-to-one basis and have limited opportunity for supervision of the brief intervention process
- Are communicating in a language other than their first language
- Are required to make clients' file notes and fulfil administrative requirements in a language other than their first language
- Must comply with cultural obligations which influence their use of brief intervention with particular clients

RANGE STATEMENT

Features of brief interventions include:

- One-to-one approach, private
- Takes short period of time
- May be done by a health team member
- Client led process
- Opportunistic
- To raise awareness
- To share knowledge
- To help client to think about making changes to improve health

Reasons for using brief interventions may include:

- Harm reduction
- Facilitating behaviour change
- Any behaviour which affects health, such as
- Diet and exercise
- Personal hygiene
- Smoking
- Excessive drinking of alcohol
- Use of other drugs such as cannabis, kava or illicit drugs

Resources required to support the brief intervention may include:

- Displays
- Electronic media
- Brochures or pamphlets
- Books and other publications, see reference list
- Other health workers
- Community health stories

RANGE STATEMENT

Brief intervention strategies may include:

- Applying a range of assessment tools to determine the brief intervention needed
- Raising awareness of link between behaviour and personal health/social well being
- Raising awareness of link between personal behaviour and the affect on family and community
- Sharing relevant information about health
- Exploring the client's expressed concerns
- Motivational interviewing techniques
- To help the client to weigh up the good/not so good things about the health issue or behaviour
- To help the client express his or her reasons for concern and the arguments for change
- Highlighting the benefits of changing
- Setting personal goals and exploring personal change strategies
- Identifying a hierarchy of personal change strategies
- Identifying strategies for lapse/relapse prevention
- Assessing potential harmful outcomes, such as withdrawal
- Giving the client resources, such as written information, appropriate to the stage of change
- Giving positive feedback and encouragement
- Offering time and support

Organisation policies and procedures include those relating to:

- Record-keeping and filing
- Security
- Confidentiality
- Workplace code of conduct or code of practice
- Broader legislative requirements

Monitoring and feedback may be:

- Verbal
- Written
- Pictorial
- Audio visual
- Electronic, e.g. computer files

Unit Sector(s)

Not Applicable

CHCDFV505C Counsel clients affected by domestic and family violence

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to use appropriate counselling and facilitation skills to thoroughly explore client issues and identify possible options by providing a safe and supportive environment which encourages clients to be actively involved in seeking their own solutions

Application of the Unit

Application

This unit may apply in a range of community service contexts with clients who may experience domestic and family violence

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Establish confidence

PERFORMANCE CRITERIA

1.1 Use appropriate *interpersonal skills* to establish a professional relationship with *clients* based on confidence and support

1.2 Conduct *interviews and interactions* with clients in a safe environment and in a participatory and confidential manner

1.3 In all interactions with clients demonstrate sensitivity to cultural, family and individual differences and any *specific needs*

1.4 Explain and promote *rights and responsibilities* of client, their family and worker throughout client contact

1.5 Mutually determine appropriate structures, timeframes and protocols

1.6 In all work with clients, apply *organisation standards and procedures* and comply with *legislative and statutory requirements*

ELEMENT

2. Explore issues

PERFORMANCE CRITERIA

- 2.1 Use appropriate *questioning* to encourage clients to explore and acknowledge their fears, concerns and personal capabilities
- 2.2 Encourage those who use violence to take personal responsibility for their actions
- 2.3 Use facilitation skills to encourage exploration of emotions and experiences that will assist in reflection of issues
- 2.4 Analyse and respond to any indications of *risk* or threats to safety according to the degree and nature of the risk to client, their family and/or worker
- 2.5 Explore appropriate range of services and resources to meet needs of client and their family in accordance with organisation standards and procedures
- 2.6 Provide accurate and relevant information designed to develop awareness and understanding of domestic violence
- 2.7 Encourage client self determination through using opportunities which assist clients to identify issues, set personal *goals* and make informed choices to enhance the safety of the client and their family
- 2.8 Encourage clients to recognise decisions and changes needed to assist them to achieve their goals
- 2.9 Acknowledge progress and encourage and support self management of issues

ELEMENT

3. Identify possible future directions

PERFORMANCE CRITERIA

3.1 Identify future *services and support* required by the client and plan their delivery in consultation with client, their family and other *appropriate people*

3.2 Jointly identify client information needs and agreed and implement actions to satisfy these as appropriate

3.3 Provide opportunities for client and their family to obtain information and develop skills in accordance with organisation standards and procedures

3.4 Use appropriate questioning and reflection to assist the client to make positive choices and changes as necessary

3.5 Maintain records of participation and progress according to organisation standards and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Detailed knowledge of appropriate counselling techniques that will explore client issues and encourage client's self determination to enhance client and client's family's safety
- Understanding of current organisation procedures, practices and standards for client assessment, allocation of services, case management, interviewing, code of conduct, confidentiality, use of resources, programmed intervention and duty of care requirements
- Understanding of domestic violence indicators and procedures for undertaking assessment of needs of client and client's family
- Knowledge of respectful strategies that will assist in client self-determination which enhances client and their family's safety
- Knowledge of the various groups represented within the local community (e.g. Cultural, religious, language, sexual identity, age and disability) and an understanding of the issues that arise when working with those groups
- Knowledge of the social, historical, political and economic context of domestic violence, including types and nature of domestic violence, power and gender issues, child abuse, and associated criminal issues
- Specific knowledge of the appropriate range of referral sources and associated protocols
- Understanding of the prevalence of myths, unhelpful beliefs, attitudes and practices in the broader society in regard to domestic violence, and their effects on individuals' rights to safety and autonomy
- Knowledge of legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Awareness of own values and attitudes and their potential impact on clients
- Understanding of specific limitations of work role, responsibility and professional abilities

Essential skills:

REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Work within the counselling framework
- Manage own values so they do not impede effective work and manage the stress of the work - key indicators of competency
- Use interpersonal and general counselling skills and knowledge to obtain relevant client information and respond appropriately, in particular to:
 - establish confidence with clients through appropriate interpersonal styles and methods
 - use a range of questioning and interviewing techniques to facilitate exploration of client issues
 - identify and assess needs of client and client's family including consideration of the physical and emotional safety of clients and their family
 - encourage users of violence to take responsibility and be accountable for their use of violence
 - facilitate client's self determination by using appropriate interpersonal skills to encourage clients to set their own personal goals which enhance safety
 - depending on the work program or services provided apply specific knowledge of particular groups or issues (e.g. alcohol and other drugs (AOD), same-sex relationships, religious, survivors/victims, users of violence, Aboriginal and/or Torres Strait Islander issues, mental health etc)
 - accurately interpret and comply with legal and procedural requirements
 - understand own work role and responsibilities in relation to service delivery

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - interpersonal relationship such as questioning and active listening (paraphrasing, clarifying, summarising) techniques, including non-judgemental and empathic approaches
 - response ranging from responding sensitively to disclosures to maintaining confidentiality in relation to people affected by domestic violence
 - assessment for a broad range of unpredictable problems involving analysis, assessment, and evaluation-for example, identifying domestic violence during professional contact with clients and their family
 - problem solving for a defined range of predictable problems, for example when the needs of client and/or client's family are identified as lying outside a worker's particular professional role the worker should offer the client accurate and current information about appropriate services and workers in other occupational groups
 - collaboration between worker, client and client's family, and between services and

REQUIRED SKILLS AND KNOWLEDGE

other providers

- counselling which challenges violence and abuse and support the change process
- literacy and communication in relation to analysis, evaluation and presentation of information including preparing documents and reports related to client needs and service delivery issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment of this unit include access to:
 - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
 - Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
 - Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
 - Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised

EVIDENCE GUIDE

Method of assessment:

- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations
- Evidence for assessment of competence may be gathered by appropriate combination of the following:
 - demonstration of competency within the working environment in counselling clients affected by domestic violence
 - assessment must be in the workplace, however, where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
 - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
 - review of any documentation produced by the candidate related to client needs analysis and counselling clients in relation to domestic violence

Related units:

This unit should be assessed after or in conjunction with related unit:

- CHCDFV402C Manage own professional development in responding to domestic and family violence

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit:

- CHCCS607D Coordinate the assessment and delivery of services to clients with particular needs

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Interpersonal skills may include:*
- Means by which an emotionally safe and empathic environment is created
 - Means for communicating with people with disabilities or where English is not the first language
 - Methods of communicating with different age, religious, gender and sexual identity groups
 - Non-judgemental communication techniques
 - Using strategies that empower client to ensure safety of client and family
 - Cultural, sub-cultural awareness/sensitivity
 - Demonstrating empathy
 - Using appropriate body language
 - Reflecting, summarising and paraphrasing
 - Asking open-ended questions
 - The ability to ask direct questions about violence in a sensitive and appropriate way
 - Using conflict management skills if appropriate
 - If needed, use of a qualified interpreter whose involvement will not jeopardise the safety of the client and/or client's family
 - Recognition of client/worker power differences
 - Maintaining confidentiality
 - Active listening
 - Techniques to challenge client's behaviour and attitudes where appropriate

RANGE STATEMENT

Clients may include:

- Individuals (inclusive of children, youth, adults and the aged)
- Referred or self-referred clients
- People with specific needs seeking access to services
- Voluntary and involuntary clients
- Survivors/victims of domestic violence, their families and friends
- Users of violence and their family

Interviews and interactions with clients may be either informal or formal and include:

- Scheduled or impromptu
- Via telephone or in person
- Separate interviews
- Other specialist assistance
- Through a qualified interpreter whose involvement will not jeopardise the safety of the client or their family
- Those conducted in a safe environment which encourages disclosure when appropriate

Specific needs relating to clients may include, but are not limited to those:

- Who have a disability
- Who come from diverse cultural and sub-cultural backgrounds
- Whose preferred or first language is not english
- Who are aged or young
- Who live in a remote or rural location
- Who are in same-sex relationships
- Whose religious beliefs or practices need to be considered
- Who have addiction or dependency issues
- With a dual diagnosis
- Who are of a particular gender
- Who come from an aboriginal background
- Who come from a torres strait islander background
- Who have mental health issues

RANGE STATEMENT

Rights and responsibilities include those relating to:

- Rights of safety
- Rights under common law
- Rights outlined under relevant standards/principles and charters (e.g. Un declaration on rights of the child)
- Rights under the constitution
- Rights and responsibilities under legislation (e.g. freedom of information and child protection legislation)
- Guidelines relating to parameters of confidentiality/client consent
- Worker's code of ethics
- Rights of victim to access crime compensation

Organisation standards and procedures include those relating to:

- Client and worker safety
- Collection and storage of information
- Client interview protocols and procedures
- Code of conduct/code of ethics
- Principles and implementation of duty of care and rights of client to self determination
- Departmental, inter-departmental regulations, protocols and procedures relevant to work role and responsibilities
- Inter-agency practice and protocols
- Personnel procedures
- Organisation mission statement and/or philosophy
- Assessment for eligibility to access particular services
- Completion of forms and applications
- Guidelines relating to parameters of confidentiality/client consent
- Occupational health and safety
- Industry standards

RANGE STATEMENT

Legislative and statutory requirements may include

- Relevant State/territory/Commonwealth legislation (e.g. domestic violence, guardianship, disability services, immigration, anti-discrimination, child protection, legal practice legislation)
- International conventions relating to the rights of children and young people
- Relevant international conventions on civil and human rights
- Freedom of Information legislation

Questioning and other communication techniques may be adjusted as appropriate according to:

- Whether client has experienced domestic violence or was a user of violence
- Client's needs
- Cultural diversity
- Religious beliefs/practices
- Disabilities
- Language
- Communication methods/styles
- Appropriate interpersonal styles

RANGE STATEMENT

Risk may refer to client, client's family and/or worker and be indicated by the following:

- Self identification of risk
- Evidence of physical injuries
- Threat to safety
- Current or previous criminal charges for assault of client by partner/ex-partner
- Current or previous police involvement
- Objective assessment of client's current ability to protect self and children from further assault or harm
- Threat or attempts to self-harm
- Feelings of depression, anger, low self-esteem, suicidal thoughts, emotional distress or sleep disturbances
- Medical problems such as overuse of tranquillisers, or alcohol, drug or substance abuse
- Intimidation and harassment
- Existing or previous orders relating to domestic violence (e.g. apprehended violence order), or breach of orders
- Avoidance of discussion regarding possible abuse
- Client being denied access to funds, resources or required medications
- Implausible explanation for injuries
- Repeated requests for financial assistance
- Other factors that may indicate a history of violence
- Children's behaviour and developmental level
- Current behaviours of user of violence
- Frequent hospital visits/admissions
- Current or previous separation
- Family court and/or relationship history
- Implied or actual threats to harm the worker by user of violence

Goals should be realistic and attainable and may be:

- Those set out in a case plan
- Those set out by the individual
- Related to compliance with directions/orders
- Immediate, short term, long term
- Or any combination of the above

RANGE STATEMENT

Services and support may be internally or externally provided and could include, but are not limited to:

- Safety, physical and emotional security
- Assistance to gain economic support
- Protection from financial exploitation
- Immediate and appropriate responses which aim to ensure/maintain safety
- Legal or medical information and support
- Accommodation/transportation
- Access to services/information
- Counselling (individual, family or group focused)
- Referrals to specialist services
- Referrals to community support and/or education groups
- Establishment of community networks
- Domestic violence awareness raising programs
- Provision of assistance to address issues, gather information and locate other resources
- Advocacy

Appropriate people include:

- Organisation management, colleagues, supervisor, team members
- Acknowledged domestic violence specialists
- Various community groups representing cultural, sub-cultural, religious, social, ethnic, gender, sexual identity, and age groupings within the community
- Government representatives and service providers
- Behaviour change groups, such as user of violence groups, drug and alcohol groups
- Family members, friends, care-givers
- Support groups such as survivors/victims of violence groups, community houses, women's networks, church groups, refuges, and professional associations
- Authorities responsible for provision of community and justice administration services, for example, local councils, legal services, such as legal aid, and state and commonwealth agencies

Unit Sector(s)

Not Applicable

CHCCS506A Promote and respond to workplace diversity

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to value, promote and respond to diversity in the workplace

It enables the worker to identify and understand the role, benefits and challenges of diversity in their workplace, and to contribute to organisation diversity policies and processes

Application of the Unit

Application

This unit of competency is to be applied in workplaces and job roles which involve managing the impacts of a significantly diverse client base and workforce

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Research *diversity* in the workplace

- 1.1 Collect and analyse *quantitative and qualitative workplace diversity data*
- 1.2 Identify and analyse *potential benefits of diversity* in relation to the workplace objectives
- 1.3 Share research outcomes with colleagues and include them in practice where appropriate

2. Promote an appreciation for diversity workplace

- 2.1 Integrate *principles of diversity* into work duties in the workplace
- 2.2 Identify and adapt professional development opportunities to address the needs of a diverse workforce in accordance with diversity objectives and resource constraints
- 2.3 Generate a supportive workplace by valuing and promoting the benefits of a diverse workforce to those working in the workplace according to relevant policy
- 2.4 Identify and use diversity factors associated with clients and colleagues to address diversity objectives of the workplace
- 2.5 Value and encourage the experience of working with diverse clients and colleagues

ELEMENT**PERFORMANCE CRITERIA**

3. Communicate within a diverse workplace

3.1 Manage barriers to *inclusivity* to facilitate full participation of all members of the workplace and client group

3.2 Use a range of *communication strategies* to meet the diverse needs of individuals within the workplace

3.3 Implement tailored communication strategies for targeted individual and group needs

3.4 Identify and/or develop and use resources that facilitate effective communication in the workplace

3.5 Reflect upon use of communication strategies with regard to workplace diversity

4. Contribute to workplace diversity policies and procedures

4.1 Develop diversity strategies in consultation with stakeholders including people from *key target groups*

4.2 *Advocate* for diversity strategies to be implemented in accordance with workplace policies and procedures

4.3 Develop *measures of effectiveness* to evaluate the outcomes of workplace strategies, policies and procedures for diversity

4.4 Report upon workplace diversity strategies within appropriate context

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Requirements of anti-discrimination legislation
- Definitions of diversity within legislation
- Benefits of workplace diversity
- Direct and indirect discrimination
- The profile of own workplace diversity data
- Own cultural assumptions and their effects on behaviour and work practices
- Ways to ensure effective and equitable activities to diverse clients
- Barriers to inclusivity
- EEO, equity and diversity principles
- Principles and practices of cultural awareness and cross cultural communication

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Access and reference workplace information relating to diversity
- Analyse workplace diversity information
- Plan an approach to facilitate workplace diversity and address barriers to inclusion
- Respond to workplace diversity in accordance with workplace objectives
- Integrate diversity into planned activities
- Promote diversity in the workplace
- Contribute to diversity planning in range of workplace samples

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

REQUIRED SKILLS AND KNOWLEDGE

the identified work role

These include the ability to:

- Reflect on own practice
- Monitor and improve own behaviour
- Use a range of communication styles to suit people from diverse backgrounds
- Access and implement relevant legislation
- Facilitate communication and enhance participation in the workplace and community
- Demonstrate the application of skills in:
 - undertake research and analysis
 - problem solving
 - observation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- The candidate must provide evidence of a high level of experience in the workplace
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to:
 - relevant workplace or simulated realistic workplace setting where assessment may take place
 - legislation, regulations, policies and procedures
 - workplace values and codes of conduct
 - workplace profile and current information on diversity issues
- Method of assessment:*
- Assessment may include observation, questioning and evidence gathered from a work environment

Range Statement

RANGE STATEMENT

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Quantitative and qualitative workplace diversity data may include:

- Distribution of equity groups
- Barriers to access and participation
- Employment status
- Comparison of client and staff data
- Comparison with the rest of the community

Diversity may refer to difference related to:

- Age
- Cultural background
- Educational level
- Ethnicity
- Expertise
- Gender
- Interest
- Interpersonal approaches
- Languages
- Life experiences
- Not fitting the dominant paradigm of the organisation
- Personality
- Physical ability
- Religious/spiritual belief
- Socioeconomic background
- Thinking/learning styles
- Working styles

Analysis of data may include:

- Comparison with historical data
- Comparison with local and national data
- Desegregation and cross referencing of data on the basis of gender, disability, ethnicity and age (to identify intersections)

RANGE STATEMENT

Potential benefits of diversity may include:

- Social justice
- Improved client outcomes
- Improved relationships
- A culture of respect and tolerance
- Cultural identity and awareness
- Acknowledgement of human rights
- Promotion of equity and fairness
- Improved access for community, clients and staff from diverse background
- Greater responsiveness to change
- Cultural enrichment
- Abilities/difference vs deficit model
- Creation of a harmonious and supportive work environment

Principles of diversity include:

- Respect for others
- Valuing difference
- Access
- Equity
- Respect for the law and system of government
- Social justice
- Human rights
- Difference vs deficit

Inclusivity refers to:

- Attitudes and environments in which all persons are treated equitably

Communication strategies may include:

- Written - electronic, letters, memos
- Verbal and non-verbal
- Presentations
- Discussions
- Conflict management
- Critical listening and questioning
- Constructive and supportive feedback
- Use of translators
- Use of languages other than English

RANGE STATEMENT

Key target groups may include:

- Older people
- People in rural and remote locations
- Aboriginal and/or Torres Strait Islander people
- People with English as a second language
- People with a disability
- A group of people that is prescribed by regulation
- Women
- Young people

Advocate may include:

- Speaking or taking active support of another person or group

Measures of effectiveness may include:

- Statistical data
- Anecdotal records
- Policy sign off
- Changes in data collection over time
- Change in behaviour
- Reduction in grievances
- Reduction in workplace conflict
- Enhanced relationships

Unit Sector(s)

Not Applicable

PSPPM504A Carry out complex project activities

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the work activities required to carry out complex project activities or multiple projects simultaneously. Typically this work is undertaken by project officers who are required to work on projects for multiple clients, or all aspects of larger projects. They are sometimes responsible for all the project deliverables, and at other times they work in teams on aspects of a number of projects. Contract management requirements are not included, as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

The unit includes reviewing and confirming requirements of each project/activity, organising and undertaking project activities, managing the progress of multiple projects/activities and finalising projects/activities.

In practice, conducting complex project activities overlaps with other generalist and specialist work activities such as acting ethically, coordinating resource allocation and usage, developing client services, undertaking research and analysis.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Review and confirm project requirements	<p>1.1 Limits of own responsibility and reporting requirements are confirmed for each of the projects/project activities assigned.</p> <p>1.2 Information and supporting materials for each project/project activity are obtained in accordance with project requirements, organisational <i>policy and procedures</i>.</p> <p>1.3 <i>Project plans</i> are analysed and requirements, timeframes, roles, responsibilities and <i>stakeholder</i> involvement are confirmed for each.</p> <p>1.4 Project management procedures and controls are confirmed in accordance with each project plan, and any required changes are negotiated according to the project plan change management strategy.</p> <p>1.5 Project plans are updated with confirmed information for milestones, resources, team members and steering committee details.</p>
2. Organise and undertake project activities	<p>2.1 Personal work plans are prepared to assign activities, timeframes and milestones for all projects/project activities to a single planning management framework to meet the progress requirements for each project/project activity.</p> <p>2.2 Where project requirements cannot be accommodated and clashes occur, negotiations are conducted with project managers and/or supervisory staff to find a compromise satisfactory to all stakeholders.</p> <p>2.3 Project tasks are accomplished in accordance with project plans and any changes are managed in accordance with the approved project change strategy.</p> <p>2.4 <i>Project data</i> is captured and recorded in accordance with project requirements.</p> <p>2.5 Specialist advice and support are provided to project managers, steering committees and stakeholders as required to achieve project objectives.</p>
3. Manage progress of multiple projects/activities	<p>3.1 <i>Project management tools</i> are used for integration and timing of project activities and achievement of project outcomes.</p> <p>3.2 Risks to progress and achievement of project objectives are anticipated and reported to project management for action in accordance with <i>risk management</i> plans.</p> <p>3.3 Completion of project activities and progress against targets and milestones are monitored and corrective action is taken if needed, in accordance with project plans and in <i>consultation with project managers</i>.</p> <p>3.4 Problem solving to find innovative <i>solutions</i> to project</p>

ELEMENT

PERFORMANCE CRITERIA

- problems or unplanned-for contingencies is undertaken in consultation with project management.
- 3.5 Progress reports are provided as required by project communication plans.
- 4. Finalise project activities**
- 4.1 Project deliverables for each project/activity are completed to the required standard in the required timeframes.
- 4.2 Recordkeeping associated with each project is completed as required by project plans.
- 4.3 Project processes are evaluated, issues identified and recommendations made for continuous improvement of projects/activities.
- 4.4 Project reports are prepared containing required information completed to the required standard using agreed style, voice and formats.
- 4.5 Project hand-overs of deliverables and return of borrowed/unused materials are completed in accordance with project plans and organisational procedures.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- managing the logistics of dealing with multiple projects/activities, masters and milestones
- managing self, time and costs
- using project management tools
- negotiating changes to timelines, roles and responsibilities
- communicating with project managers and other stakeholders using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- recording information, writing recommendations and preparing reports requiring complex language structures and precision of expression
- applying workplace safety procedures in line with project requirements
- accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, organisational policies and procedures that may impact on projects and management of the projects, for example:
- public sector codes of ethics/conduct
- occupational health and safety and environmental and sustainability standards
 - project governance requirements
 - quality standards
 - risk management
 - procurement
 - financial management
 - human resources
 - equal employment opportunity, equity and diversity principles
 - principles of project management
 - project management tools to suit the combination of projects/activities carried out
 - risk management strategies for carrying out multiple projects

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC501B Promote the values and ethos of public service
 - PSPGOV502B Develop client services
 - PSPGOV503B Coordinate resource allocation and usage
 - PSPGOV504B Undertake research and analysis
 - PSPGOV505A Promote diversity
 - PSPGOV507A Undertake negotiations
 - PSPGOV512A Use complex workplace communication strategies
 - PSPPROC501A Manage contract risk
 - PSPPROC502A Establish contract management arrangements
 - PSPPROC503A Manage contract performance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- complex project activities carried out in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project management
- workplace project documentation
- scenarios and case studies
- examples of project management tools

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles

normal work practice and replicates the range of conditions likely to be encountered when conducting multiple project activities, including coping with difficulties, irregularities and breakdowns in routine

- complex project activities carried out in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Policy and procedures may include:

- government legislation (Federal, State and Local) affecting organisation's administration such as:
 - public sector management acts
 - financial management and accounting legislation and regulations
 - privacy legislation
 - government and organisational guidelines and procedures relating to:
 - project governance
 - resourcing
 - security
 - strategic plans
 - recruitment
 - risk management
 - procurement guidelines
 - designation approvals
 - industrial agreements
 - environmental and sustainability standards

Project plans will include some or all of:

- acquisition strategies
- budget and financial management strategy
- contract management
- cost estimates
- evaluation criteria
- expected outcomes/measurable benefits of the project
- facilities
- inclusions and exclusions from project
- information/communication strategy
- intellectual property strategies
- milestones
- objectives
- occupational health and safety plan
- outputs/project deliverables and their acceptance criteria
- people plan including human resource management and

- human resource development
- performance criteria/indicators
- project control mechanisms
- project implementation strategy
- project governance strategy
- purpose
- quality assurance
- quality control
- quality standards for project
- rationale
- required project resources
- resource management
- risk management
- roles and responsibilities
- schedule/timeline
- task/work breakdown structure (WBS)

Stakeholders may include

- project sponsor/funding bodies
- clients or customers (internal and external)
- industry
- other agencies
- general public
- relevant interest groups
- unions
- functional areas
- the organisation's senior management
- Ministers
- project team
- steering committee members
- end user
- supplier/service provider

Project data may include

- research data
- quality data including trials or test results
- draft materials
- samples, prototypes, models
- project outcomes
- record of time spent on project and progress in completing project
- correspondence
- financial data including costs, expenditure, income

Project management tools may include:

- generated, purchases
- risk analysis
- organisational project governance framework
- communications plan
- reporting framework
- project management software and other tools:
 - Gantt and bar charts
 - Program Evaluation and Review Technique (PERT) charts
 - Critical Path Method
 - cost schedule control system
 - logistics support analysis
 - life cycle cost analysis
 - spreadsheets
 - recording systems - electronic and manual

Risk management may include:

- removing the risk
- transferring the risk
- minimising the risk
- accepting the risk
- preparing a contingency plan
- keeping reserves

Consultation with project managers may also include:

- steering committees
- project sponsors
- business owners of the projects
- program managers
- specialist project management office
- chief executive officer, manager or management representative
- funding body representatives
- customers or clients

Solutions to problems may include:

- reducing costs
- researching and applying more efficient methods of completing project tasks
- seeking further resources to meet deadline
- negotiating an extension of deadline or redefining completion or quantities or quality of outcomes
- sharing of ideas to gain improvements to work undertaken within the project
- outsourcing aspects of the project
- changing roles and responsibilities within project team

Unit Sector(s)

Not applicable.

Competency field

Project Management.

CHCORG525D Recruit and coordinate volunteers

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to develop and support volunteer workers in an agency

Application of the Unit

Application

The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1. Identify the need and roles for <i>volunteers</i> in the organisation | <ul style="list-style-type: none"> 1.1 Identify potential <i>roles for volunteers</i> 1.2 Discuss roles and reach agreement with management 1.3 Develop role descriptions 1.4 Identify processes to support volunteers |
| 2. Recruit volunteers | <ul style="list-style-type: none"> 2.1 Seek volunteers through advertising in relevant media and community networks 2.2 Arrange and complete interviews with potential volunteers 2.3 Make selections and advise management 2.4 Advise successful volunteers of their selection 2.5 Where necessary, maintain a waiting list of appropriate applicants 2.6 Implement an on-going recruitment program as required |

ELEMENT**PERFORMANCE CRITERIA**

3. Provide orientation to the organisation

3.1 Provide volunteers with an orientation to the organisation

3.2 Provide training for specific role in a manner appropriate to organisation needs and resources

4. On-going support of volunteers is provided

4.1 Establish regular meetings of volunteers

4.2 Regularly review roles and performance

4.3 Provide individual support and debriefing when necessary

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant legislation and public policies relating to the employment of unpaid workers
- The impact of cultural or community attitudes on appropriate roles, relationships and approaches of the volunteer worker
- The implications of differences in attitudes and values in working in the agency

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Undertake volunteer recruitment and coordination to meet both the needs of the organisation and support requirements for volunteer roles

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - coordination of people, processes and information
 - provision of support to a diverse range of people
 - conflict resolution/negotiation and mediation
 - cross cultural communication and negotiation
 - verbal and written communication
- Communicate the importance of recognising and addressing environmental responsibility and sustainable practice issues

REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit can be assessed in the community or in a simulation which relates closely to the experience of the workplace and the community
- Consistency in performance should consider the volunteer recruitment and coordination requirements of the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
 - an appropriate workplace or community where assessment can take place
 - simulation of realistic workplace or community setting for assessment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Volunteers may include:

- Unpaid workers who are in paid employment elsewhere
- Unpaid workers who are not in paid employment

Roles for volunteers may include:

- Agency management
- Direct service including reception, telephone advice lines, service user support

Unit Sector(s)

Not Applicable

CHCCD516B Work within organisation and government structures to enable community development outcomes

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCD516A Work within organisation and government structures to enable community development outcomes	CHCCD516B Work within organisation and government structures to enable community development outcomes	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work within community and government structures to enable community development processes

Application of the Unit

Application

This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Work within the structures and process of the organisation

PERFORMANCE CRITERIA

- 1.1 Identify and work within the management structure, philosophy and purpose of own organisation
- 1.2 Identify *governance structures* within the organisation and *roles and responsibilities* within those governance structures
- 1.3 Identify the structures within the organisation that provide the authority for community development activity to occur
- 1.4 Work within lines of decision-making and accountability in contributing to *planning processes* in relation to organisation's community development activities
- 1.5 Ensure decisions and processes are documented accessible to all involved

ELEMENT

PERFORMANCE CRITERIA

2. Assess extent to which organisation supports community development work
 - 2.1 Determine aspects of the management structure, philosophy and purpose, governance structures, policies and procedures which are supportive of community development work
 - 2.2 Identify aspects of the management structure, philosophy and purpose, governance structures, policies and procedures which may create barriers to community development work

3. Utilise all *levels of government* for community development activities and projects
 - 3.1 Identify *levels of government* and responsibilities for community funding
 - 3.2 Identify current and possible future funding sources for community resources and programs
 - 3.3 Identify government policy barriers and with community members identify strategies to support change
 - 3.4 Develop *strategic alliances* between organisation, community members and relevant government agencies to support community development activities
 - 3.5 Seek opportunities to influence government decision and policy making in line with community issues and needs
 - 3.6 Ensure community development activities and projects adhere to relevant commonwealth, state and local government legal requirements
 - 3.7 Regularly update information about current legal requirements and if appropriate, develop proposals to modify organisation policy and procedures in relation to community development activities

ELEMENT

PERFORMANCE CRITERIA

4. Maintain the profile of community development work within the organisation
 - 4.1 Use formal and informal networks to communicate the organisation's community development activities and achievements
 - 4.2 Use a range of communication media and activities to convey information about community development activities and achievements of the organisation to encourage support and interest
 - 4.3 Seek and utilise opportunities to promote the organisation and its community development work and activities
 - 4.4 Display confidentiality and sensitivity in details, content and extent of public comment on organisation's activities

5. Maintain management support for community development activities and projects
 - 5.1 Identify and advise management of political, social, cultural and economic trends that may impact on community development activities and projects
 - 5.2 Ensure community development activities and project work is within the policies and procedures of the organisation
 - 5.3 Promptly address problems in implementing defined procedures to ensure resolution
 - 5.4 Identify and seek to resolve conflict between organisation policies and community or public issues
 - 5.5 Prepare reports on community development activities and projects in a comprehensive and accurate manner and present to relevant stakeholders and management, as required
 - 5.6 When required, ensure information about community development activities and projects is provided within the *management structures* to facilitate effective and informed deliberations and decision-making

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Australian government system
- Principles of participatory democracy
- Range of governance structures operating with the community services industry
- Value of process
- Social, economic, political, cultural and economic development
- Valuing of local knowledge and skills
- Critical theories for analysing human service organisations
- Critique of managerial approaches including:
 - management systems and principles
 - performance standards
 - service quality development
 - consumer focus
 - enterprise agreements
 - performance monitoring and review
- Relevant statutory and legislative requirements impacting on community development and area of work
- Change management principles

Essential skills:

Ability to:

It is critical that the candidate demonstrate the ability to:

- Identify those aspects of an organisation's structure and philosophy which support community development work and potential implicit barriers to that work
- Work with all levels of government to support, promote and implement community development activities and projects
- Work in a manner that can maintain management support for community development activities and projects

REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Undertake strategic planning
- Understand the different organisational status of programs, projects and activities
- Positively influence organisation change
- Identify policy barriers and strategies for positively influencing policy change
- Ability to network with and lobby
- Develop strategies for adapting organisation to changes
- Design strategies to involve and communicate with all major stakeholders
- Demonstrate application of skills in:
 - strategic thinking
 - decision-making
 - environmental scanning
 - analysis/evaluation
 - facilitation
 - high level liaison
 - high level oral and written communication
- Use and coordinate the use of relevant information technology effectively in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
This may include the use of languages other than English and alternative communication systems
- It is recommended that assessment take place on more than one occasion to enable all aspects of managing a service organisation to be assessed

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Governance structures may include:

- Incorporated community based management structures
- Company structures
- Government governance structures

Roles and responsibilities include:

- Own role and responsibilities
- Roles and responsibilities of other workers within the organisation
- Roles and responsibilities of organisation's management structures

Levels of government include:

- Australian government
- State/territory government
- Local government
- Other relevant government structures

Planning processes may include

- Strategic plans
- Operational plans
- Action plans

Management structures may include:

- Boards of management
- Management committees
- Management structures within government agencies
- Local government councils

RANGE STATEMENT

- Indicators for change may come from:*
- Community members
 - Management committee members
 - Other workers within an organisation
 - Organisation executive management
 - External agencies
 - Change in government policies and associated change in organisation focus
- Communication designed to promote the organisation include:*
- Verbal presentations
 - Letters
 - Brochures
 - Fliers and other written advertisements
 - Poster and other artwork and audiovisual advertisements
- Organisation change related to:*
- Nature and focus of programs and activities
 - Government funding programs
 - Changing nature of community
 - Changing service users
 - Staff requirements
 - Employment and work practices
 - Management decision-making processes
 - Membership changes
 - New buildings and other resources
 - Different levels of funding
 - Legislative change
 - Technological change
 - External policy change

RANGE STATEMENT

Strategic alliances may include alliances between:

- Community members
- Industry networks
- Professional associations
- Other key agencies/organisations
- Political parties and committees
- Key government officers
- Different levels of government
- Ministerial advisers and staff
- Ministerial advisory committees
- Key public policy and decision-makers
- Funding agencies
- Business leaders
- Community leaders
- Social/economic/political researchers, analysts and advisers
- Media
- Special interest groups
- Specialist services

Unit Sector(s)

Not Applicable

CHCCD509C Support community leadership

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to design, provide and promote a supporting structure and environment to enable effective and viable leadership to be provided within the community

Application of the Unit

Application

This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Develop and maintain *support mechanisms*

2. Promote *community leadership*

PERFORMANCE CRITERIA

- 1.1 Design a range of *support mechanisms* to enable the identification of the role, responsibilities, context and accountability of *community leadership*
 - 1.2 Identify and address factors which might have an impact on the effectiveness of *community leadership*
 - 1.3 Include resources required to support *community leadership* development in resource allocations
-
- 2.1 Create and respond to opportunities to routinely promote the importance of *community leadership*
 - 2.2 Ensure the development of *structures*, processes and practice reflects the defined role and importance of *community leadership*

ELEMENT	PERFORMANCE CRITERIA
3. Develop leadership skills	<p>3.1 Design and provide learning programs aimed to develop leadership skills</p> <p>3.2 Implement a range of activities to assist the development of <i>community leadership</i></p> <p>3.3 Provide individuals with structured and supported opportunities to experience leadership</p> <p>3.4 Identify and acknowledge the expertise, skills and contributions of the community to leadership</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Community development principles and strategies
- Concepts of effective leadership
- Structure and nature of the community
- Significant cultural awareness, practices and protocol
- Availability of skills development training
- Support mechanisms and structures in the range of relevant communities and cultural contexts

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify and develop opportunities for leadership within the community
- Provide support for leadership structures and the development of individuals

REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - negotiation
 - liaison
 - networking
 - facilitation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be best assessed in the workplace or in a environment that simulates the normal range of workplace conditions
- Consistency in performance should consider the range of situations in which workers will be supporting community leadership

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to a workplace or community or to an effectively simulated environment
- Method of assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
 - Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Community leadership may include:

- Individuals acting in a formal representative role
- Elected management committees
- Formally constituted groups/steering committees/reference groups
- Key people with recognised influence

Support mechanisms may include:

- Resources
- Information/training development
- Recruitment and selection of leaders and managers
- Networks
- Groups
- Practice frameworks
- Individual and ongoing support
- Procedures for identifying potential community leaders

Structures may include:

- Management
- Consultations
- Accountability
- Decision-making
- Advisory systems
- Policy, guidelines, objectives and principles
- Resources

Unit Sector(s)

Not Applicable

CHCCD508D Support community action

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCD508C Support community action	CHCCD508D Support community action	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to support the community to represent their own needs through social and public action

Application of the Unit

Application

This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Respond to community needs | <p>1.1 Plan and implement appropriate opportunities so that people in the community can promote their issues</p> <p>1.2 Identify and clarify a range of forms of consultation and research methods</p> <p>1.3 Identify, develop and agree with key people strategies for meeting community needs</p> |
| 2. Support identified community needs | <p>2.1 Assess relevance and appropriateness of a range of <i>mechanisms</i> and <i>actions</i> to address community needs</p> <p>2.2 Calculate and assess <i>resources</i> required for availability and appropriateness and where possible, provide these resources</p> <p>2.4 Undertake appropriate work to ensure that resourcing to meet community needs is provided and made available</p> |
| 3. Evaluate effectiveness of community action | <p>3.1 Evaluate the effectiveness of activities using accepted strategies and <i>mechanisms</i></p> <p>3.2 Review progress of strategies with key people and negotiate and implement required changes</p> <p>3.3 Document outcomes of evaluations and report to key people</p> |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Social structures and systems in the community
- Complex cultural awareness
- Components of strategic planning
- Decision-making systems and leadership
- Community development principles relevant to social action and public processes
- Current social policy and its implementation programs
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including alcohol and other drugs (AOD):
 - cultural and linguistic diversity
 - risk of self-harm
 - women
 - men
 - community education
 - Aboriginal and Torres Strait Islander people
 - mental health

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Support communities to identify their rights and represent their own needs through social and public action
- Motivate individuals and groups to work cooperatively

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate application of skills in:
 - applying evaluation methods
 - applying research methods
 - marketing and promotion
 - negotiation
 - effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit can be assessed in the workplace, in the community or in relevant simulations
- Consistency in performance should consider specific needs of the community and how community action can support these needs

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to a workplace or community or an appropriately simulated environment
- Method of assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
 - Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Actions for the support of community needs may include:

- Strategies to change, promote or protect existing social structures, services, resources
- Initiatives by the community and undertaken by the community and/or agencies
- Initiatives undertaken by the organisation and supported by the community and/or agencies
- Routinely planned and specific/occasional actions
- General and specially targeted
- Social action
- Promotion

Mechanisms may include:

- Structures
- Processes/protocol
- Consultation, participation , accountability
- Review, evaluation
- Existing and specially created
- Community development strategies

Resources may include:

- Those of the organisation
- Those acquired from other agencies
- System support/administration/policy
- Material/financial/facilities/equipment
- Developmental/information/training
- Information technology

Unit Sector(s)

Not Applicable

CHCCS503B Develop, implement and review services and programs to meet client needs

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS503A Develop, implement and review services and programs to meet client needs	CHCCS503B Develop, implement and review services and programs to meet client needs	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to identify, develop, implement, monitor and review programs to meet the needs of clients

Application of the Unit

Application

This unit may apply in a range of community service contexts and may focus on services and programs to address specific client issues, in areas of work such as: aged care, disability, mental health and alcohol and/or other drugs

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Identify programs and service requirements to meet client needs

- 1.1 Use client information to target service provision for *clients* and to enable quality service to be provided
- 1.2 Investigate the needs of clients according to organisation procedures
- 1.3 Establish and apply procedures to monitor, assess and report client satisfaction with service delivery
- 1.4 Interact and consult with clients as required to monitor changing needs so they can be addressed
- 1.5 Seek advice or services from other workers or agencies or primary health practitioners as required

ELEMENT

2. Develop and implement programs for meeting client needs

PERFORMANCE CRITERIA

- 2.1 Undertake appropriate planning to ensure client needs are met
- 2.2 Put in place mechanisms to ensure client service information is recorded, maintained and applied to future client dealings so service developments are well informed and appropriate
- 2.3 Develop programs as required
- 2.4 Review *client services* in consultation with clients and other *relevant people* including primary health practitioners
- 2.5 Monitor client service delivery to ensure it upholds the organisation's reputation, addresses individual client differences and meets duty of care responsibility
- 2.6 Identify and address problems in addressing client needs in accordance with organisation procedures
- 2.7 Maintain all relevant documentation relating to clients and service delivery and communicate in accordance with organisation procedures
- 2.8 Maintain high standards of client service delivery in line with procedural and legislative requirements
- 2.9 Seek provision of services from other workers, agencies or primary health practitioners as required
- 2.10 Facilitate strategies and opportunities to meet the needs of people and develop according to organisation policies and procedures
- 2.11 Facilitate individual differences, rights, needs and preferences within programs
- 2.12 Incorporate *special needs* in the development of programs and services
- 2.13 Communicate the needs of clients to carers and other workers as required
- 2.14 Make available *appropriate program resources*

ELEMENT

PERFORMANCE CRITERIA

3. Monitor and review programs
- 3.1 Ensure changes to client service are within policy and budgetary frameworks
 - 3.2 Ensure the provision of *training as required for implementation* to meet changing client needs and community expectations
 - 3.3 Modify specified aspects of the service or service delivery as needed to meet changing client and service requirements
 - 3.4 Ensure changes to client service are within procedural and legislative requirements and maintain high standards of delivery
 - 3.5 Undertake appropriate planning to ensure client needs are met
 - 3.6 Develop required programs
 - 3.7 Make referrals to external services as appropriate

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Design and development of client services and principles of effective service delivery
- Specific client services provided by the organisation and associated policies and procedures
- Strategic planning and organisation development
- Evaluation principles and practices
- Local, Commonwealth or State services and associated Commonwealth or State regulations, acts or guidelines re service provision
- Community resources

REQUIRED SKILLS AND KNOWLEDGE

- Cultural differences and practices
- Common health problems encountered in clients
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, such as:
 - alcohol and other drugs (AOD)
 - cultural and linguistic diversity
 - risk of self-harm
 - gender issues and specific needs of women and/or men
 - community education
 - Aboriginal and Torres Strait Islander people
 - mental health
 - homelessness
- Where clients are aged the following specific knowledge is required:
 - maximising independence
 - health promotion
 - emotional, psychological and spiritual needs
 - cultural, religious and ceremonial needs
 - maintenance of an adequate diet
 - dementia
 - personal hygiene
 - dressing and grooming
 - mobility and exercise
- Where clients may have disabilities the following specific knowledge is required:
 - relevant legislation relating to disability issues
 - relevant specific culture and language used by people with disabilities
 - knowledge specific to working with families and family systems
 - understanding different client requirements according to different disabilities
 - networks in the disability sector
- Where clients may have disabilities the following specific knowledge is required (contd):
 - consumer needs and rights including duty of care
 - principles of empowerment/disempowerment in relation to people with disabilities
 - principles of access and equity
 - current issues facing clients and existing services for addressing needs and rights
 - principles and practices of confidentiality
 - knowledge specific to working with people from culturally and linguistically diverse backgrounds
 - knowledge specific to working with people at risk of self-harm
 - organisation policies, practices and programs relating to the work role

REQUIRED SKILLS AND KNOWLEDGE

- organisation work health and safety (WHS) policies and procedures
- organisation philosophy and guidelines
- rights and responsibilities of people with disabilities
- understanding of stereotypes of people with disabilities
- available client services
- awareness of own attitudes to people with disabilities
- awareness of discriminatory actions
- common risks to safety
- Where clients experience mental health issues the following specific knowledge is required:
 - structural, political and other social factors which operate to maintain discrimination against people affected by mental health problems
 - structural, political and other social factors which can be addressed to improve mental health promotion, such as:
 - gender
 - language
 - culture
 - ethnicity
 - age
 - socioeconomic status
 - broad knowledge of mental illness and disability issues
 - internal structure of the mental health system and its relationship within the broader context of health services, welfare services and government
 - policies relevant to mental health at national, state and local level
 - relevant agencies and services which may assist in promoting and advocating for mental illness and/or psychiatric disability issues
 - political lobbying processes
 - use of media for advocacy purposes
 - key stakeholders and how to access them
 - understanding of the balance between the rights of the general community and the rights of people with a mental illness and/or psychiatric disability
 - relevant regulatory, legislative and legal requirements relating to mental health issues
- Where clients experience mental health issues the following specific knowledge is required (contd):
 - knowledge specific to working with people from culturally and linguistically diverse backgrounds
 - knowledge specific to working with people at risk of self-harm
 - knowledge specific to the following areas:
 - working with clients with alcohol and other drugs issues

REQUIRED SKILLS AND KNOWLEDGE

- working with women
- working with men
- working with children and young people
- working with aged clients
- working with corrective services clients
- working with Aboriginal and Torres Strait Islander clients
- community education
- Where clients experience AOD issues the following specific knowledge is required:
 - legal and organisation knowledge:
 - legal and organisation requirements for client registration, allocation and referral
 - organisation policies on reporting and confidentiality
 - organisation policies and procedures for documenting work with clients
 - understanding agency role, agency target group and the impacts on the local community
 - range of AOD specific treatment intervention options including detoxification, in-patient treatment programs, outpatient treatment services, and brief interventions
 - effects of AOD use:
 - signs and symptoms of medical risk associated with AOD use
 - stages and symptoms of AOD withdrawal
 - basic health issues relating to alcohol and/or other drugs use e.g. malnutrition, blood borne diseases, skin infestations, effects of drug use on health, cognitive, social, emotional development and impact on others
 - basic pharmacology - types of drugs; dose levels; effects of specific drugs; tolerance; treatment approaches broadly
 - the effects of alcohol related brain injury
 - consequences and effects of drug substitution/replacement
 - effects of prescribed drugs on the use of other drugs
 - patterns of drug use in Australia and the local community
 - range of use and use scenarios e.g. lifestyle context of illegal drug use
 - legal issues:
 - legal status of drugs
 - legal issues surrounding AOD use
 - policy:
 - public health model - interaction of impact of drugs, individual and the environment
 - harm minimisation including a range of approaches: prevention, early intervention, abstinence, specialist treatment, supply control and safer drug use
- Where clients experience alcohol and other drugs issues the following specific knowledge is required (contd):
 - working with clients:

REQUIRED SKILLS AND KNOWLEDGE

- common relapse precipitants
- a range of strategies for working with clients
- strategies to promote participation in programs
- range of cultural contexts - lifestyle, set of beliefs, customs
- client empowerment/disempowerment
- rights of workers and clients
- different lifestyles
- self-esteem, abuse issues, self-awareness, own biases, ethical obligations re: helping relationships
- types of counselling e.g. motivational interviewing, brief and intensive intervention, relapse prevention
- protocols around use of interpreters
- client-centredness
- case management principles
- working with clients at risk of self-harm:
- suicidal or self-harming behaviour, ideation or intention
- no-suicide contracts and other protective strategies
- links between predisposing factors for self-harm, drug use and mental health problems
- legal and ethical obligations regarding clients at risk of self-harm or with mental illnesses

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Consult effectively with the client/s
- Respond to specific client needs
- Establish and maintain a network of service providers, including health practitioners

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Analyse client needs
- Demonstrate oral communication skills required to fulfil the job role in the organisation/service:
 - oral communication skills may include:
 - listening, asking questions, providing encouragement, clarifying meaning, clarifying a situation, explaining the needs of aged people to other workers
 - language used may be English, sign language or community language depending on client group
- Demonstrate literacy competence required to fulfil the procedures of the organisation/service:
 - language used may be English or community language depending on the service/organisation
- Demonstrate written communication skills required to fulfil the job role as specified by the service/organisation:
 - Written skills may include:
 - completion of reports or documentation, selecting appropriate language and detail depending on the purpose of the report and the intended audience (e.g. documentation for funding, accreditation documents, client notes etc)
 - language used may be English or a community language depending on client group and organisation
 - communication support is incorporated as required (e.g. using dictionaries, medical books, other reports)
- Demonstrate reading skills required to fulfil the job role as specified by the service/organisation:
 - skills may include reading written material such as policies, procedure manuals and program materials, understanding and interpreting their content
- Demonstrate application of skills in:
 - Consultation

REQUIRED SKILLS AND KNOWLEDGE

- Strategic planning
- Organisation development
- Review and evaluation
- Safe and effective use and coordination of relevant technology in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment should include all aspects of service provision i.e. analyse, review, plan and develop service etc

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
- Method of assessment:*
- Assessment may include observations, questioning or evidence gathered from the workplace
e.g. testimonials from clients

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Client services are:

- Specific to the organisation

Clients may include:

- Individual members of the public
- Other organisations, community groups, individuals and health providers
- Other work areas of the organisation
- Senior management
- Service users

Relevant people may include:

- Clients
- Family and personal network of clients
- Other workers including health providers

Special needs may relate to:

- Disabilities
- Language
- Gender
- Culture
- Age
- Remote location

Training as required for implementation may be identified by:

- Relevant program manager
- Supervisor

Appropriate program resources may include:

- Aids and equipment
- Qualified and/or specially trained staff

Unit Sector(s)

Not Applicable

CHCCS502C Maintain legal and ethical work practices

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS502B Maintain legal and ethical work practices	CHCCS502C Maintain legal and ethical work practices	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to maintain the application of legal and ethical work practices by monitoring, coordinating and promoting their importance in providing community services and supporting duty of care requirements

Application of the Unit

Application

This unit is to be assessed in relation to the specific legal and ethical context of the work role/s and requirements to which it applies

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Promote the importance of applying legislation and common law relevant to work role

- 1.1 Identify and explain legal responsibilities and obligations relating to identified work role/s
- 1.2 Identify and explain *key statutory and regulatory requirements* relating to identified work role/s
- 1.3 Encourage staff to clarify and fulfil duty of care responsibilities in the course of practice, to accept responsibility and be accountable for own actions and to maintain confidentiality in line with organisation guidelines
- 1.4 Identify and promote opportunities for staff to involve *clients* in decision-making and to seek client agreement prior to service provision

ELEMENT**PERFORMANCE CRITERIA**

2. Monitor application of organisation policies and practices

2.1 Monitor work performance to ensure organisation policies, protocols and procedures are appropriately and consistently addressed

2.2 Provide information and support to initiate and contribute to the review and development of policies and protocols in line with work role

2.3 Clarify scope of work for staff to address requirements of position specifications and role responsibilities

2.4 Provide clarification for any uncertainty with regard to scope of practice in line with organisation requirements and legal and ethical guidelines

2.5 Monitor work instructions provided to staff to ensure their clarity and appropriateness in line with organisation requirements and legal and ethical guidelines

3. Monitor ethical work practices

3.1 Monitor service delivery to ensure client *rights* are protected and services are delivered to clients with respect for diversity of personal values, beliefs and attitudes

3.2 Monitor staff ability to use effective problem solving techniques when exposed to competing value systems

3.3 Identify potential ethical issues and ethical dilemmas in the workplace and discuss with staff to ensure maintenance of ethical work practices

3.4 Use codes of ethics to recognise and *report* unethical conduct according to established protocols

ELEMENT

4. Take corrective action when client rights and interests are not being protected

PERFORMANCE CRITERIA

- 4.1 Ensure client and/or their advocate/s are supported to identify and express their concerns
- 4.2 Instigate and monitor referral of client and/or their advocate/s to advocacy services as appropriate
- 4.3 Manage client complaint/s in line with organisation policy and protocols
- 4.4 Take action in line with organisation protocols to address witnessed signs or evidence consistent with financial, physical, emotional, sexual abuse and/or neglect of the client
- 4.5 Work with an understanding and appreciation of the role and responsibilities of legal guardians

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Application of duty of care principles and codes of ethics to a relevant range of work roles
- Basic understanding of key concepts in Australia's legal system
- Definitions and explanations of the terms 'ethics, ethical thinking and morality'
- Distinction between ethical and legal problems
- Implementation of strategies for contributing to the review and development of policies and protocols
- Implementation of strategies for managing abuse of a client
- Implementation of strategies for managing complaints
- Importance of ethics in practice
- Knowledge of key statutory, legislative and regulatory requirements relevant to work area, specifically including work health and safety (WHS)
- Management of common legal issues relevant to work area, such as:
 - assault and battery
 - bailment
 - consent
 - defamation
 - negligence
- Overview of relevant legislation in the sector and jurisdictions including contracts
- Principles and practices for upholding the rights of the children and young people
- Principles and practices for upholding the rights of the client
- Principles and practices of confidentiality
- Principles of access and equity relevant to provision of community services
- Principles of ethical decision-making
- Relevant standards and code of practice in the sector
- Reporting mechanisms and corrective actions appropriate to managing suspected abuse of a client
- Rights and responsibilities of clients

REQUIRED SKILLS AND KNOWLEDGE

- Rights and responsibilities of workers
- Role and responsibilities of legal guardians
- Strategies for addressing common ethical issues
- Types of abuse experienced by clients (including systems abuse and unintentional injury)

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply knowledge of responsibilities, constraints and issues relating to a range of work roles in line with work area and organisation policies, protocols and procedures
- Monitor and manage application of legal and ethical work practices
- Provide information and support to staff to enhance the application of legal and ethical work practices and correct misunderstanding and/or inappropriate application of legal and ethical guidelines
- Provide support to staff in resolving and dealing with legal and ethical issues arising in the workplace
- Recognise and manage unethical conduct in the workplace

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply reading, writing and oral communication skills required to fulfil work role in a safe and appropriate manner and as specified by the organisation/service:
 - this requires a level of skill that enables the worker to access, interpret and provide oral and written explanations relating to legal documentation re workplace issues and to clarify information and express encouragement and support
- Apply problem solving skills that require negotiation and mediation skills to resolve problems of a difficult nature within organisation protocols
- Collaborate and network with a variety of stakeholders in order to monitor and enhance the achievement of service objectives

Evidence Guide

EVIDENCE GUIDE

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit may be assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Essential knowledge covered in this unit is to be assessed *before* application in a work context, especially where client safety issues are involved
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
 - an appropriate workplace and/or simulation of realistic workplace setting where assessment can take place
 - relevant legislation and regulations, organisation policy, protocols and procedures

Method of assessment may include:

- Case study and scenario analysis
- Observation in the workplace
- Questioning
- Role play simulation
- Written assignments/projects

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include:

- Children and young people
- Individuals living in government funded services and/or institutions to 'clients'
- Individuals living in residential aged care environments
- Individuals living in the community
- Job seekers
- Prospective individuals to the service or services

RANGE STATEMENT

Contexts may include:

- Client's own dwelling
- Community centres
- Community, government or private agency or organisation
- Independent living accommodation
- Residential aged care facilities

Key statutory and regulatory requirements may include those related to:

- Building standards
- Criminal acts
- Discrimination and harassment
- Equal employment opportunities
- Freedom of information
- Health records legislation
- International and national standards
- Mandatory reporting
- Work health and safety (WHS)
- Pharmaceutical benefits
- Poisons and therapeutics
- Privacy legislation
- Public health
- Registration and practice of health professionals
- Residential and community services

Report may include:

- Non-verbal (written):
 - case notes
 - incident reports
 - progress reports
- Verbal:
 - face-to-face
 - telephone

RANGE STATEMENT

Rights may include:

- Access to services
- Confidentiality
- Dignity
- Freedom of association
- Informed choice
- Privacy
- Right to express ideas and opinions
- To an agreed standard of care
- To lodge a complaint

Rights are detailed in:

- Accreditation standards
- Industry and organisation codes of ethics and/or codes of conduct and practice
- Industry and organisation service standards
- International and national charters
- Legislation
- Units of competency

Principles of access and equity may include:

- Creation of a client orientated culture
- Non-discriminatory approach to all individuals using or accessing the service
- Respect for individual differences

Unit Sector(s)

Not Applicable

CHCMH402B Apply understanding of mental health issues and recovery processes

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCMH402A Apply understanding of mental health issues and recovery processes	CHCMH402B Apply understanding of mental health issues and recovery processes	<p>Unit updated in V4.</p> <p>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation.</p> <p>Changes to terminology 'challenging/difficult behaviour' to 'behaviours of concern'. No change to competency outcome.</p>

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to contribute to the recovery of people affected by a mental illness in the context of the impact of mental illness on clients, their carer/s and families

Application of the Unit

Application

This unit applies to work with people affected by a mental illness in a range of community services work contexts

This work provides a person-centred approach to care, involving a variety of health and community service professionals working collaboratively with the client, their carer/s and family

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1. Work within the context of different mental health diagnoses | 1.1 Apply basic knowledge of a range of mental health diagnoses |
| | 1.2 Demonstrate an understanding of the process used to determine a diagnosis |
| | 1.3 Identify a range of different service responses to a range of mental health diagnoses |
| 2. Apply knowledge of the impact of mental illness on people's lives | 2.1 Work within the context of the client's experiences |
| | 2.2 Work within the framework of self perception and self-esteem issues of the person with a mental illness or mental health diagnosis |
| | 2.3 Respond to the person in a manner that reflects appreciation of their functional skills and social and financial well being |
| | 2.4 Recognise importance of employment/occupation/vocation and potential impact of mental health diagnosis on that aspect of the person's life |
| | 2.5 Empathise with sense of loss and associated adjustments experienced by person with mental health diagnosis |
| | 2.6 Demonstrate understanding of a range of coping mechanisms used by the person |
| 3. Apply an understanding of the impact of social determinants on health | 3.1 Identify a range of social barriers that impact on the life of the person with mental health issues |
| | 3.2 Identify the effect of and <i>possible strategies to respond to the barriers</i> that impact on the person |
| | 3.3 Identify <i>others</i> that can assist with the response to barriers that impact on the person |
| | 3.4 Identify strategies to engage support with the response to barriers that impact on the person |

ELEMENT**PERFORMANCE CRITERIA**

4. Work with families, carer/s friends and other networks to support people with mental illness

4.1 Work with consideration and understanding of the impact of a client's mental health diagnosis on families, carer/s, friends and other social networks

4.2 Work with awareness of the everyday effects of the interaction of coping mechanisms used by person experiencing mental illness on their family, carer/s and other social networks

4.3 Work with understanding of the roles of consumer workers, carers and associated networks and their potential to positively impact the life of the person with mental health issues

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Person-centred, holistic and strengths-based approaches
- Basic knowledge of mental health diagnosis and diagnostic processes
- Roles of a range of workers involved in mental health teams and their potential contributions in the recovery process, including:
 - clinical and non-clinical workers
 - consumer workers
- The range of contexts which influence a person's life
- Stigma
- Individual triggers, reasons and purposes of behaviours of concern
- Types of behaviours of concern
- Social barriers experienced by people affected by mental illness
- Systemic issues that affect people affected by mental illness
- The effect of involuntary and voluntary admission to hospital
- Range of people affected by mental illness/ mental health diagnosis
- Coping mechanisms of people affected by mental illness, including person who experiences mental illness, family, carer/s, friends and social networks
- Theoretical frameworks in regard to loss and adjustment

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Reflect on own attitudes, behaviours and practice and how this affects other people
- Apply a holistic approach to working with people
- Apply a person-centred approach to working with people
- Apply a strengths-based approach to working with people
- Identify effective responses to behaviours of concern
- Identify a range of barriers experienced by people affected by mental illness and psychiatric disability
- Identify a range of individual, family, carer/s and social network coping mechanisms
- Work collaboratively with the person and as part of a mental team and facilitate and support the potential contributions of other members of that team in the recovery process

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed on the job or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the requirements of the particular workplace context

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Possible strategies to respond to barriers may include:

- Focus on strengths
- Solution finding
- Cooperative effort
- Information
- Providing choices and options

Others may include:

- Family
- Carer/s
- Friends
- Neighbours
- Social network
- Co-workers
- Employers

Unit Sector(s)

Not Applicable

CHCINF505D Meet statutory and organisation information requirements

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCINF505C Meet statutory and organisation information requirements	CHCINF505D Meet statutory and organisation information requirements	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to ensure effectiveness and efficiency of the organisation's information system

Application of the Unit

Application

This unit may apply to work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. *Identify information requirements*

1.1 Identify information requirements in relation to organisation and worker goals, objectives and expected outcomes

1.2 Collect, analyse and prepare data on information needs in ways to inform decision-making

2. Review options for systems to obtain information

2.1 Identify and periodically evaluate sources of information

2.2 Identify, evaluate and prepare options for information systems so users can contribute to their development

2.3 Identify and evaluate *financial and technological resources* required for systems

ELEMENT**PERFORMANCE CRITERIA**

3. Establish and manage systems to record and store information

3.1 Periodically re-evaluate methods used to record and store information for effectiveness, efficiency, security and integrity and introduce new methods as necessary

3.2 Analyse any substantial breakdowns in methods of recording, storing and accessing information for cause and effect, and take corrective action

3.3 Establish and implement systems to ensure availability of information especially for direct use of clients

3.4 Monitor validity and usefulness of information and take appropriate actions for disposal or storage

4. Support and supervise the development of information and educational resources

4.1 Develop content and format guidelines in consultation with clients and other stakeholders, to guide production of education and information resources

4.2 Recruit appropriate expertise to develop designated information and education resources

4.3 Establish opportunities for information users to monitor and advise on ongoing development of information and education resources

5. Provide staff training

5.1 Determine staff training needs in relation to systems for information acquisition, recording and storage, and for preparing educational resources

5.2 Organise training or retraining in accordance with the units of competency required, training needs analysis and organisation policy

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Application of information technology
- Workload analysis models/systems
- Operations of the agency
- Relevant policy and procedures and work systems
- Systems analysis models/theories
- Relevant legislation relating to organisation and statutory information requirements
- Range of current and emerging information technology relevant to addressing organisation information requirements
- Consultation processes and techniques
- Communication dissemination models

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Assess information requirements for an organisation or department
- Design work systems that integrate technology and address organisation and statutory information requirements
- Design training processes to support introduction of new technology in work practices
- Demonstrate knowledge of applicable agency and legislative requirements processes listed in the Range Statement

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - assessment of information needs
 - analysis
 - planning
 - consultation/facilitation
 - report writing

- running reviews
- accessing/researching current emerging technology
- marketing technology
- communication/dissemination strategies
- Utilise relevant information technology effectively in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
This may include the use of languages other than English and alternative communications systems
- Assessment must include all aspects of managing the organisation's information systems in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

- Method of assessment:*
- Assessment may include observations, questioning and evidence gathered from the workplace e.g. observation of recording systems, portfolios, testimonials from clients and colleagues

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- The contexts for managing information systems include:*
- Management of a work unit/major program area

- Managing information systems will be carried out within requirements established by:*
- Commonwealth and state legislation
 - Organisation policy and procedures
 - Relevant program standards
 - Informal and formal arrangements with government, non-government and other service providers to obtain information relating to clients and services
 - Computer based recording systems
 - Electronic banking

- Financial and technological resources required may include:*
- Manual filing systems
 - Computerised filing software and hardware

Identify information requirements may include:

- Monitoring work output and relationship with obtaining outcomes, assessing availability of statistics to assist in monitoring workload, setting up dialogue with workers/supervisors about how to improve work practices through the use of information technology

Establishing systems to obtain information includes:

- Assessing available technology and its application to work practices
- Identifying and preparing submissions for resources needed for new systems
- Identifying training needs associated with implementation of new systems and either developing training to support this or investigation of possible training service providers

Unit Sector(s)

Not Applicable

CHCFAM417B Identify and use strengths-based practice

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to work with a strengths-based approach when working in the area of relationship and family work

Application of the Unit

Application

This unit of competency applies to practitioners working in the relationship education sector

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Apply principles of strengths-based practice when working with clients

1.1 Apply understanding of the *principles of strengths-based practice* in working with clients

1.2 Demonstrate recognition of *power issues* involved in 'working with' clients

1.3 Apply understanding of how change occurs when using strengths-based approaches and potential constraints to these changes

1.4 Reflect on own practice and how to use a strengths-based approach

2. Use strengths-based tools to explore issues

2.1 Identify a range of *strengths-based tools*

2.2 Identify own strengths and ability to use strengths-based tools effectively

2.3 Develop a safe and supportive environment to use the strengths-based tools effectively

ELEMENT**PERFORMANCE CRITERIA**

3. Use strengths-based approaches in an education context when working with clients including adults, parents, young people and children
 - 3.1 Work with clients to clearly identify issues and develop their understanding of strengths-based practice
 - 3.2 Assist clients to establish a picture of the future using tools from strengths-based practice including the 'miracle question'
 - 3.3 Assist clients to identify strengths, resources and growth areas they possess in order to work toward the picture of the future
 - 3.4 Assist clients to identify strengths and resources they require from others
 - 3.5 Assist clients to identify the first steps for them to take toward their picture of the future
 - 3.6 Identify and record responsible party, timeframe and who is responsible for first steps

4. Deal effectively with difficult issues using a strengths perspective
 - 4.1 Use a strengths-based approach when working with mandated and voluntary clients who have difficult issues
 - 4.2 Use the *principle of 'power with'* when working with clients
 - 4.3 Use the *engagement triangle* when dealing with difficult issues

ELEMENT

5. Collaboratively review progress toward the client's picture of the future

PERFORMANCE CRITERIA

5.1 Assist clients to review their progress towards the picture of the future identifying exceptions and alternative stories

5.2 Assist clients to identify and celebrate their successes in moving toward goals

5.3 Assist clients to identify what is getting in the way of movement towards their goals

5.4 Assist clients to make adjustments to their picture of the future if needed

5.5 Assist clients to identify strengths and resources they have to work toward their picture of the future

5.6 Assist clients to identify strengths and resources they require from others

5.7 Assist clients to identify continuing steps for them to take toward their picture of the future

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Good detailed knowledge of principles of strengths-based practice when working with clients
- Good understanding of the appropriate application of strengths-based tools
- Knowledge of micro-skills used in setting up a learning relationship with a client
- Knowledge of own strengths and growth areas
- Self-awareness including awareness of own beliefs, values and experiences which can impact on work practice
- The impact of 'power' when working with service users
- The power and impact of language
- A good general knowledge and understanding of the issues affecting service users
- Knowledge and application of ethical behaviour and legal frameworks for relationship work

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply principles of strengths-based practice when working with clients
- Identify, respect and foster client strengths
- Accept client's own world view
- Reflect positive attitudes about people's dignity, capacities, rights, uniqueness and commonalities
- Work consultatively and collaboratively with clients to identify realistic future goals and visions and to effect changes toward these
- Elicit client strengths to put towards possibilities for change
- Motivate supervisees to effect changes in their lives through the fostering of their strengths

REQUIRED SKILLS AND KNOWLEDGE

- Work constructively to complement people's existing strengths and assist them with solution building approaches rather than 'problem solving' approaches
- Acknowledge and address power imbalances between workers, organisations and clients
- Recognise and address dynamics inherent in organisation practices and structures that are incongruent with strengths-based principles and processes
- Use open, honest, effective and appropriate communication which is at all times respectful and promotes a partnership approach to working with clients based on consultation, collaboration and mutual learning
- Identify and address social, personal, cultural and structural constraints to people's growth
- Identify and address potential barriers to accessing programs and achieving identified outcomes including access to child care, transport, cultural, linguistic, religious, disability, language, literacy and numeracy or learning differences
- Recognise and remain within bounds of own practice

continued ...

Essential skills (contd):

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Understand the limitations and boundaries of the practitioner's role within the context of their responsibilities within their agency and manage own and others expectations in relation to these
- Maintain awareness of self and how experiences, biases, values and beliefs of self and significant others in own life may impact on ability to work effectively with various client groups
- Identify and address social, personal, cultural and structural constraints to people's growth
- Work inclusively with the whole client, considering the full range of possible influences in their lives including:
 - personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues
 - the interplay and dynamics of each of the above
 - ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills to apply strengths-based practice when working with clients
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to apply a strengths-based approach to working with clients

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
 - a relevant workplace or an appropriately simulated environment where assessment may take place

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
 - demonstration of competency within the working environment in delivering services to clients using a strengths-based approach
 - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios
 - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
 - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Principles of strengths-based practice must include:

- Respect for people's dignity, uniqueness and rights
- Self determination and empowerment
- Recognition and use of strengths (skills, capacities, knowledge, resources, information, hopes and dreams)
- Mutual learning between service user and professional
- Understanding that people are experts in their own lives
- Understanding that the issue is the problem, the person is not the problem

Power issues may include:

- Where and when practitioners meet with clients and how this is determined
- Who 'owns' records of the work
- Who determines what issues will be worked on
- Who determines timeframes for working on issues

RANGE STATEMENT

Strengths-based tools may include:

- **Miracle questions** - 'Let's imagine.....You go to bed tonight and while you are asleep a miracle happensWhen you wake up the problem has less effect on your life. On a scale of 0 to 5, how much is the problem affecting your life? How will you know things have improved? What will be different? What will others notice is different?'
- Scaling questions assists professionals and service users to identify the problem or issue, set achievable goals, have a starting point for change, notice what is already working well, identify strengths and exceptions, measure progress and allow for the introduction of metaphors
- Vision and goal setting assists professionals and clients to identify where the service provider would like to move toward and how they can effect this change
- Strength focuses cards assists professionals and clients to identify strengths or issues
- Photo-language cards, objects and images assists professionals and service users to identify and represent significant feelings or issues
- Previous success stories assists professionals and clients to identify ways that people have successfully dealt with similar problems
- Relationship questions assists professionals and clients to identify and explore a problem by shifting the focus to how key relationships in the person's life view the situation for example, 'What would your best friend (mother) say? Or 'How would your family tell there was a miracle and your problem is solved?'
- Letter writing involves the documentation of change and learning in a personal style of writing a letter to the other person recognising changes in learning that you have observed in them
- The five column approach to problem solving is a table that enables professionals and clients to have a guide to explore problems in different ways that build on existing strengths. The guiding questions are: What is the issue? Establish a picture of the future using the miracle question. What strengths and resources do you have to put towards the picture of the future? What strengths and resources do you need from others? What are the first steps to take towards the picture of the future? Who needs to do what and

RANGE STATEMENT

Principle of 'power with' may include:

when?

- A genuine equal partnership with the client
- Mutual respect and care demonstrated at all times and evident in language, processes and outcomes

The engagement triangle may include:

- Establishment of relevance to the client's needs
- Establishment of the professional's faith in the client's ability to commit, choose, care, change, create, connect and communicate
- Establishment of an honest and direct way of communication between the professional and the client

Unit Sector(s)

Not Applicable

CHCDFV510D Facilitate workplace debriefing and support processes

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCDFV510C Facilitate workplace debriefing and support processes	CHCDFV510D Facilitate workplace debriefing and support processes	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to manage colleagues' occupational health and welfare

This will involve participating in and facilitating debriefing and various support processes for self or colleagues who are providing various services to people affected by domestic and family violence

Application of the Unit

Application

This unit may apply in a range of community service contexts with clients who may experience domestic and family violence

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Monitor occupational health and welfare

- 1.1 Monitor occupational health and welfare, and where issues arise, take appropriate action in accordance with *organisation standards and procedures*
- 1.2 Employ appropriate *feedback techniques* to accurately identify workplace needs of *colleagues*
- 1.3 Readily identify required professional and *personal performance standards* and use to monitor occupational health and welfare
- 1.4 Regularly use self assessment and *reflective behaviour* strategies to monitor performance
- 1.5 Regularly or constructively seek formal or informal performance feedback and act upon it as appropriate
- 1.6 Plan appropriately to identify areas of need and develop proposals to support these areas

ELEMENT**PERFORMANCE CRITERIA**

2. Conduct debriefings

- 2.1 Plan, prepare and conduct debriefing in line with organisation standards and procedures
- 2.2 Schedule debriefing as soon as possible following the incident
- 2.3 Conduct debriefing in a safe environment and in a manner that facilitates open communication
- 2.4 Use appropriate *debriefing techniques* to encourage further exploration of emotions and experiences to assist in reflection on issues
- 2.5 Use appropriate questioning to encourage colleagues to explore and acknowledge their concerns
- 2.6 Analyse and respond to any *indications of risk* or threat to safety according to the degree and nature of the risk to self or colleagues
- 2.7 Where required, report and record results of debriefings in accordance with organisation standards and procedures

3. Assist and support colleagues

- 3.1 Promptly deal with any issues relating to the well being of colleagues according to organisation standards and procedures
- 3.2 Routinely identify and implement effective ways of working to sustain ongoing health and morale
- 3.3 Provide encouragement, support, regular feedback and advice to colleagues as required
- 3.4 Clearly communicate to appropriate colleagues any additional support requirements to improve performance
- 3.5 Encourage and support colleagues to attend training appropriate for both professional and *personal development*
- 3.6 Hold regular meetings with colleagues to review and adjust *support strategies* and priorities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understanding of legislative requirements and knowledge of best practice approach to occupational health and welfare
- Understanding of rights and obligations of employees and employers regarding occupational health and welfare
- Knowledge of debriefing techniques and processes
- Knowledge of appropriate feedback techniques to ensure the various workplace occupational health and welfare needs are accurately identified
- Understanding of techniques for effective workplace communication and team management
- Understanding of current organisation procedures, practices and standards for client assessment, allocation of services, case management, interviewing, code of conduct, confidentiality, use of resources, programmed intervention and duty of care requirements
- Knowledge of legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Understanding of specific limitations of work role, responsibility and professional abilities
- Awareness of own values and attitudes and their potential impact on clients
- Understanding of how to interpret units of competency and apply them to self, including identifying and prioritising personal learning needs
- Knowledge of self assessment and reflective strategies to assist in determining personal development needs, including preparing personal plans and establishing priorities
- Understanding of role in debriefing process as a peer, supervisor or 'professional debriefer'
- Understanding of specific debriefing techniques and a colleagues' need to debrief specifically in relation to domestic and family violence including dealing with violence, rage, intimidation, threats, transference, counter-transference and interaction with users of violence and those affected by users of violence

Essential skills:

REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Manage own and colleagues' occupational health and welfare by participating in and facilitating workplace debriefing and support processes, in particular, to:
 - work in accordance with the organisation's occupational health and welfare policies and procedures
 - make appropriate use of feedback and self assessment techniques to accurately identify occupational health and welfare issues
 - use appropriate debriefing techniques in accordance with organisation standards and procedures
 - accurately identify risk and issues that will affect the well being of self or colleagues
 - provide advice, encouragement and support to colleagues to ensure that the workplace occupational health and welfare needs are met
 - accurately interpret and comply with legal and procedural requirements
 - understand own work role and responsibilities in relation to workplace work health and safety (WHS)

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - interpersonal relationship, such as questioning and active listening (paraphrasing, clarifying, summarising) techniques, including non-judgemental and empathic approaches
 - performance planning and feedback that will provide regular and constructive feedback to colleagues
 - response ranging from responding sensitively and appropriately, to providing constructive feedback on performance
 - assessment for a broad range of unpredictable problems involving analysis, assessment and evaluation, for example, identifying levels of risk that will affect occupational health and welfare of self and/or colleagues
 - problem solving for a defined range of unpredictable problems that may affect levels of occupational health and welfare
 - collaboration between worker and client, and between services and other providers
 - literacy and communication in relation to analysis, evaluation and presentation of information including preparing documents and reports related to WHS and welfare issues
 - collaboration between worker, clients and colleagues and between services and other providers

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment
This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
 - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised

EVIDENCE GUIDE

Method of assessment:

- Evidence will be determined by organisation from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations
- Evidence for assessment of competence may be gathered by appropriate combination of the following:
 - demonstration of competency within the working environment in facilitating workplace debriefing and support processes and managing own and colleagues occupational health and welfare
 - assessment must be in the workplace, however, where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
 - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
 - review of any documentation produced by the candidate related to identifying and responding to domestic violence

Related units:

This unit should be assessed after or in conjunction with related unit:

- CHCDFV402C Manage own professional development in responding to domestic and family violence

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Organisation standards and procedures may include those relating to:

- Whether debriefing is a voluntary or compulsory component of workplace practice
- Client and worker safety
- Employment conditions (e.g. industrial agreements, employee/employer requirements)
- Training and development practices
- Administrative processes
- WHS
- Collection and storage of information
- Client interview protocols and procedures
- Code of conduct/code of ethics
- Principles and implementation of duty of care and rights of client to self determination
- Departmental, inter-departmental regulations, protocols and procedures relevant to work role and responsibilities
- Inter-agency practice and protocols
- Use of interpreter and interpreter services
- Organisation mission statement and/or philosophy
- Eligibility criteria for accessing particular services
- Completion of forms and applications
- Guidelines relating to parameters of confidentiality/client consent
- Accountability procedures
- Timeframes for reflective practice and supervision

RANGE STATEMENT

Feedback techniques may include:

- Team briefing and planning meetings
- Performance planning and feedback systems
- Questionnaires
- Counselling
- Oral or written

Colleagues may include:

- Other staff
- Unpaid workers
- Students on placements
- Resources workers
- Ancillary staff
- Staff from other related organisations/agencies
- Co-facilitators in group work

Personal performance standards relates to:

- The practitioner's level of competency
- Professional ethics
- Integrity and behaviour
- Regulations
- Code of ethics/practice
- Organisation/agency procedures
- Community standards
- Occupational accountabilities

Reflective behaviour requires practitioners to regularly review their own performance against required and established professional performance requirements

Such performance requirements may be documented through:

- Professional bodies' competencies and codes of practice/ethics
- Organisation HR development policies and procedures
- Occupational or functional roles/units of competency

RANGE STATEMENT

Debriefing techniques may include:

- Demonstrating empathy
- Using appropriate body language
- Reflecting, summarising and paraphrasing
- Asking open-ended questions
- Active listening

Indications of risk could include:

- Client contact outside service boundaries
- Poor performance
- Feelings of depression, anger, low self-esteem
- Medical problems such as overuse of tranquillisers, or alcohol, rug or substance abuse
- Emotional distress
- Transference and counter-transference of client issues on to worker and vice-versa
- Demonstration of stress related problems
- Indicators of stress could include the following:
- Inability to concentrate
- Health problems
- Changes of behaviour
- Continued focus on and re-visiting of an event
- Frequent absences
- Negative attitudes
- Unaware of own stress levels

RANGE STATEMENT

Personal development strategies may include development/implementation of a personal/professional improvement program, either internal or external to the organisation including such things as:

- Development of improved interpersonal/technical skills
- Updating stress management abilities
- Adapting work rotation to facilitate changing personal/work priorities
- Formal/informal learning programs
- Utilisation of existing strengths to focus future career development
- Cultural and sub-cultural awareness/sensitivity
- Seeking coaching
- Mentoring
- Counselling from appropriate personnel to overcome identified limitations
- Development/improvement of conflict management skills
- Establishment of new career paths within or external to the organisation

Support strategies may include:

- Formal, personal and organisation debriefing and professional supervision
- Informal exploration of incidents with team members and supporters
- Counselling
- Review of practice and resources
- Conscious use of personal recreational activities
- Performance appraisal
- Training and development activities

Unit Sector(s)

Not Applicable

CHCDFV402C Manage own professional development in responding to domestic and family violence

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required for individuals to manage their own performance and take responsibility for their professional development in relation to domestic and family violence

Application of the Unit

Application

This unit may apply in a range of community service contexts with clients who may experience domestic and family violence

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Work within a domestic violence framework

PERFORMANCE CRITERIA

- 1.1 Plan *work* practices to ensure maximum consideration is given to *client* and worker safety
- 1.2 Ensure all work undertaken accords with prevention *strategies* and accepted models of intervention and demonstrates consideration and understanding of the *underpinning values and philosophies* of domestic violence work and the nature of domestic violence, including its effects, its *social, historical, political and economic context* and its place in the criminal justice system
- 1.3 In all work demonstrate commitment to assist clients to deal with their issues through enhancing skills, accessing appropriate support and working with others in the *community* who share client's issues and concerns
- 1.4 In all work demonstrate understanding of the *rights and responsibilities* of the individual, the family, the community, and society and the worker's limitations, strengths and professional boundaries
- 1.5 In all work demonstrate consideration of the *interrelationship of issues* affecting clients in a domestic violence context

ELEMENT

2. Model high standards of performance

PERFORMANCE CRITERIA

2.1 Use own performance as a positive role model for others within the occupational group and the community as a whole

2.2 Acknowledge personal and professional values and attitudes regarding domestic violence and how they impact/conflict in practice, when planning and implementing work activities

2.3 In all work demonstrate respect and understanding of individual differences and work processes are adapted as appropriate to meet the cultural, linguistic and any specific needs of the client

2.4 Use *organisation* and *professional standards, procedures* and values in providing services to clients affected by domestic violence and reflect community needs

2.5 Recognise and report breaches of organisation codes of ethics/and or practices in accordance with *professional and organisation standards and procedures*

ELEMENT

3. Develop and maintain professional competence

PERFORMANCE CRITERIA

- 3.1 Assess personal knowledge and skills in the domestic violence area against occupational *units of competency* and other relevant standards to determine development needs and priorities
- 3.2 Regularly use *self assessment and reflection* on practice to monitor *own performance* against established *personal performance standards* and to identify strengths and weaknesses
- 3.3 Use feedback from clients, their family and colleagues to identify and develop ways to improve competence in responding to domestic violence
- 3.4 Identify *personal development strategies* to recognise and respond effectively to domestic violence, and plan and implement to maintain currency of professional competency
- 3.5 Identify, acquire and apply new developments and trends in responding to domestic violence, and the associated skills and knowledge
- 3.6 Participate in *support processes* to obtain professional feedback and to monitor occupational health and stress
- 3.7 Use networking to identify and build relationships with associated and relevant individuals and organisations
- 3.8 *Participate in professional networks and associations* to obtain and maintain personal knowledge and *networks*

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Knowledge of the social, historical, political and economic context of domestic violence, including types and nature of domestic violence, its effects, power and gender issues, child abuse and associated criminal issues
- Understanding of the prevalence of myths, unhelpful beliefs, attitudes and practices in the broader society regarding domestic violence and their effects on individuals' rights to safety and autonomy
- An understanding of current organisation and professional procedures, practices, and social, ethical and business standards
- Knowledge of relevant debriefing and support processes
- An understanding of how to interpret units of competency and apply them to self, including identifying and prioritising personal learning needs
- An understanding of how to develop and maintain professional networks
- Knowledge of the principles and techniques of goal setting, measuring performance and time management
- Knowledge of self assessment and reflective strategies to assist in determining personal development needs, including preparing personal plans and establishing priorities
- Knowledge of respectful strategies that will assist in client self-determination to ensure safety of client and family
- Knowledge of legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Awareness of own values and attitudes and their potential impact on clients
- An understanding of specific limitations of work role, responsibility and professional abilities

Essential skills:

REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Manage own performance and take responsibility for professional development in relation to domestic violence, in particular to:
 - consider the physical and emotional safety of clients, their family, worker and colleagues
 - display a positive role model to others
 - adapt work processes to meet the specific needs of the community, client or colleagues as required
 - monitor own performance and identify any personal development needs
 - identify ways to improve performance through seeking feedback from clients and colleagues
 - acknowledge personal values when responding to domestic violence
 - access learning opportunities to extend own personal work competencies to improve service delivery in domestic violence
 - develop and expand professional networks and participate in positive relationship building to further enhance skills and knowledge
 - interpret accurately and comply with legal and procedural requirements
 - understand their own work role and responsibilities in relation to domestic violence issues
 - select and use available technology appropriate to the task

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - networking to enable positive participation in professional associations and networks to enhance knowledge within a domestic violence framework
 - questioning and active listening to establish confidence and facilitate accurate and relevant exchange of information
 - liaison, for example, ability to liaise with people from a range of social, cultural, sub-cultural, religious and ethnic backgrounds in individual or group contexts
 - planning and organising for determining goals and strategies
 - researching and evaluating to acquire and assess information, for example-to prepare personal plans and establish priorities
 - collaboration between worker and client, between worker and colleagues and between services and other providers
 - problem solving for a defined range of predictable problems, for example when client needs are identified as lying outside a worker's particular professional role the worker should offer the client accurate and current information about appropriate services

REQUIRED SKILLS AND KNOWLEDGE

and workers in other occupational groups

- literacy and communication in relation to analysis and evaluation of feedback, and presentation of information

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment
This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment of this unit include access to:
 - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
 - Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
 - Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
 - Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised

EVIDENCE GUIDE

Method of assessment:

- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations
- Evidence for assessment of competence may be gathered by appropriate combination of the following:
 - demonstration of competency within the working environment to manage professional development in responding to domestic violence
 - assessment must be in the workplace, however, where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
 - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
 - review of any documentation produced by the candidate related to identifying and responding to domestic violence

Related units:

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit:

- CHCDFV301A Recognise and respond to domestic and family violence

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Work may relate to:

- Specific groups, issues or communities e.g. Health issues of young people from particular cultural, religious, sub-cultural backgrounds and/or geographical areas
- Monitoring, evaluation and research activities
- Policy development
- Primary intervention and assessment
- Advocacy
- Individual casework
- Community development
- Referrals
- Child protection work
- Provision of information/materials
- Service development towards systems change
- Project development and implementation

Client may include:

- Individuals (inclusive of children, youth, adults and the aged)
- Referred or self-referred clients
- Voluntary and involuntary clients
- People with specific needs seeking access to services
- Survivors/victims of domestic violence, their families and friends
- Users of violence and their family
- Other organisations/service providers
- Communities

RANGE STATEMENT

Underpinning values and philosophies in responding to domestic and family violence include:

- The safety and well being of those subjected to domestic violence must be the first priority of any response
- All individuals have the right to be free from violence
- The community has a responsibility to work toward the prevention of domestic violence and to demonstrate the unacceptability of all forms of domestic violence
- All forms of domestic violence are unacceptable in any group, culture or creed
- Those who use violence should take responsibility for their behaviour and have access to programs to assist them change their behaviour to ensure the safety of their family
- A commitment to meeting the needs and upholding the rights of clients
- A commitment to empowering those affected by domestic violence
- Domestic violence is widespread and complex
- Domestic violence impacts on the physical, emotional, social, and financial well being and safety of individuals in families
- Domestic violence and abuse has devastating effects on family members and results in significant social and economic costs to the community
- Domestic violence is an abuse of power perpetrated mainly (but not only) by men against women both in a relationship and after separation

RANGE STATEMENT

Social, historical, political and economic context:

- Statutory framework within which work takes place
- Historical context of work e.g. changing attitudes to domestic violence; changing approaches to working with people affected by domestic violence
- Changing social context of work e.g. previous, current and changing government and societal views of domestic violence and approaches to working with clients
- Political context e.g. government policies and initiatives affecting domestic violence work
- Economic context e.g. the current economic situation as it relates to and affects domestic violence and the subsequent impact on client needs and the effects of economic deprivation and control on clients attempting to escape domestic violence

Community may relate to a specific location, language/ cultural or social structure and include:

- Individuals and groups defined by the organisation's programs and services
- Other agencies providing services to individuals and groups
- People with specific needs and interests
- Organisation management, colleagues, supervisor, team members
- Survivors/victims of domestic violence, their families and friends
- Funding bodies
- Professional networks and associations
- Government representatives and service providers
- Policy and decision-makers in the specific community
- Groups representing cultural, sub-cultural, religious, social, ethnic, sexual, gender, and age issues in the community

RANGE STATEMENT

Rights and responsibilities may include:

- Rights of safety
- Rights under common law
- Rights outlined under relevant standards/principles and charters (e.g. UN Declaration on Rights of the Child)
- Rights under the Constitution
- Rights and responsibilities under legislation (e.g. freedom of information and child protection legislation)
- Guidelines relating to parameters of confidentiality/client consent
- Worker's code of ethics

Interrelationship of issues when responding to domestic violence may relate to clients with specific needs such as:

- Disability issues
- Cultural diversity issues
- Language issues, such as when English is not the first language
- Issues for the aged or young
- Isolation issues, such as those from remote or rural locations
- Sexual identity issues
- Gender issues
- When religious beliefs, practices or values need to be considered
- Addiction or dependency issues
- Mental health issues
- Criminal history
- Literacy issues
- Those at risk of self-harm
- Economic/transport or accommodation issues

RANGE STATEMENT

Own performance may be monitored against established personal and organisation performance requirements and may include processes such as:

- Formal/informal organisation initiated performance appraisals
- Obtaining feedback from supervisors, subordinates and colleagues
- Obtaining feedback from clients, human resource development personnel, family and other relevant community members etc.
- Monitoring of supervised staff, colleagues and/or team staff morale
- Personal reflective behaviour strategies/ methodologies
- Other strategies which facilitate the identification of personal strengths/weaknesses/issues to be addressed
- Routine organisation methods for monitoring service delivery

Organisation and professional standards and procedures may include those relating to:

- Client and worker safety
- Organisation mission statement and/or philosophy
- Routine organisation methods for monitoring service delivery
- Collection and storage of information
- Client interview protocols and procedures
- Code of conduct/code of ethics
- principles and implementation of duty of care and rights of client to self determination
- Departmental, inter-departmental regulations, protocols and procedures relevant to work role and responsibilities
- Industry standards
- Inter-agency practice and protocols
- Use of interpreter and interpreter services
- Eligibility criteria for accessing particular services
- Completion of forms and applications
- Debriefing and supervision
- Industry standards
- Guidelines relating to parameters of confidentiality/client consent
- Occupational health and safety

RANGE STATEMENT

Units of competency are standards which measure:

- All those personal and technical knowledge, skills and attitudinal aspects (competencies) required to effectively and efficiently undertake the day to day tasks and duties of the practitioner's work function

Self assessment and reflection requires practitioners to regularly review their own performance against required and established professional performance requirements

- Professional bodies' competencies and codes of practice/ethics
- Organisation HRD policies and procedures
- Occupational or functional roles/units of competency
- Professional accreditation and re-accreditation requirements

Such performance requirements may be documented through:

Personal development strategies may include development/ implementation of a personal/ professional improvement program, either internal or external to the organisation including such things as:

- Development of improved interpersonal/technical skills
- Updating stress management abilities
- Adapting work rotation to facilitate changing personal/work priorities
- Formal/informal learning programs
- Utilisation of existing strengths to focus future career development
- Cultural, sub-cultural awareness/sensitivity
- Involvement in community activities
- Coaching, mentoring and/or supervision
- Counselling
- Updating/maintaining knowledge base on domestic/family violence issues and current context for work/professional practice
- Establishment of new career paths

Support processes will need to include at least one of the following:

- Counselling
- Performance feedback
- Debriefing
- Training and development
- Supervision

RANGE STATEMENT

Networks may be formal or informal and include:

- Regional, specialist and peak associations
- Professional/occupation associations
- Trainers, teachers and academics
- Contacts in policy and funding bodies
- Local inter-agency networks
- Interest and support groups
- Other workers

Participate in professional networks and associations may include purposes such as:

- Learning about the role, services and resources of other organisations
- Learning about the roles and resources of other workers
- Providing advice and information about own service and organisations
- Peer support and review
- Professional development
- Maintaining coordination among organisations and workers
- Supporting joint programs or activities
- Providing information for policy development
- Supporting the interests of specific groups within the community

Personal performance standards relates to:

- The practitioner's level of competency
- Professional ethics
- Integrity and behaviour
- Regulations
- Code of ethics/practice
- Organisation/agency procedures
- Community standards

Unit Sector(s)

Not Applicable

CHCCS601C Work with clients with unique needs

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCCS601B Work with clients with unique needs	CHCCS601C Work with clients with unique needs	<p>Unit updated in V4</p> <p>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation.</p> <p>Changes to terminology 'challenging/difficult behaviour' to 'behaviours of concern'. No change to competency outcome.</p>

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by higher skill workers who undertake specialised work with clients with exceptional needs and with complex and multiple issues, including working with offenders with a disability

Application of the Unit

Application

This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | | | |
|---|----------------------------|-----|---|
| 1 | Conduct complex assessment | 1.1 | Identify and apply <i>appropriate assessment tools</i> to evaluate complex clients need/s |
| | | 1.2 | Apply a <i>risk management approach</i> to client assessment |
| | | 1.3 | Identify <i>health implications for clients</i> |
| | | 1.4 | Identify <i>educational and developmental needs</i> of client |
| | | 1.5 | Determine the need for <i>additional communication support</i> for the client |
| | | 1.6 | Access information from a range of <i>sources</i> to determine services available to support client needs |
| | | 1.7 | Determine <i>emotional, social and other needs</i> of the client |
| | | 1.8 | Consult with the client and <i>significant others</i> throughout the assessment process |

ELEMENT	PERFORMANCE CRITERIA
2. Design and apply appropriate strategies and program/s	<p>2.1 Use the assessment outcomes to design an <i>intervention and support strategy</i></p> <p>2.2 Identify and access information from a range of sources to determine services available to support client/s needs</p> <p>2.3 Design a comprehensive plan including appropriate referrals</p> <p>2.4 Incorporate contingency and risk management strategies into the plan</p> <p>2.5 Communicate appropriately with the individual, significant others, colleagues and support staff</p>
3. Monitor and evaluate the plan	<p>3.1 Identify and implement strategies to monitor the effectiveness of the approaches taken</p> <p>3.2 <i>Maintain relevant data and keep accurate records</i> to monitor the effectiveness of the plan</p> <p>3.3 Review outcomes of the plan and make adjustments, as needed</p> <p>3.4 Review and adapt risk management strategies as required</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- A broad range of health implications associated with complex needs
- A range of disabilities with complex characteristics, including:
 - ABI
 - autism
 - cerebral palsy
 - Prader-Willi syndrome
 - sensory loss
- Appropriate and inappropriate social behaviour
- Assessment practices and models
- Complex communication skills
- Duty of care
- Ethical practices
- Harm minimisation strategies
- Human development issues
- Human relationships and sexuality
- Monitoring and review practices
- Offending behaviours
- Referral practices and protocols
- Risk management strategies
- Specialist services that support people with complex needs
- Specific sexuality issues that may be confronted
- The community services systems, including government and non-government services
- The legal system relating to offending behaviours
- The life cycle and transition stages
- The psychosocial impact of a range of complex needs
- Work health and safety (WHS) policies and practices
- Working with diversity

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate high-level judgement and autonomy to be able to:
 - apply a range of intervention strategies
 - apply relevant monitoring and review techniques
 - ensure the safety of the individual, self and the community
 - identify risks and apply risk management strategies
 - make whole of life assessments
 - provide opportunities for the person with complex needs to achieve individual needs and personal goals
 - select and apply assessment tools appropriately
 - work with people with complex and/or multiple issues

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply complex theoretical models of behaviour management
- Apply understanding of the impact on clients of frustration with the service
- Apply understanding of the impact on emotional responses of specific disabilities, such as ABI, autism, lack of sight, Prader-Willi and cerebral palsy
- Apply understanding of the impact on physical capacity of specific disabilities
- Manage the application and administration of assessment tools
- Protect themselves, the person and the community as needed
- Work under guidance of a health professional and in liaison with other health professionals
- Work with clients on a range of complex and interrelating issues, including sexuality, human development, grief and loss, aging, depression and threat of harm to self or others
- Work with offenders

Evidence Guide

EVIDENCE GUIDE

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit of competency will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment may be conducted over one or more occasions and should include both the development and promotion of best practice

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally and linguistically diverse (CALD) environments
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to a workplace or similar environment over a number of occasions

EVIDENCE GUIDE

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from the workplace setting (e.g. from workplace-based project or evidence portfolio)

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Complex issues may include:

- ABI
- Autism
- Sensory loss
- Prader-Willi syndrome
- Attention deficit disorder (ADD)/attention deficit hyperactivity disorder (ADHD)
- Behaviours of concern
- Communication needs
- Complex medical needs
- Dual/multiple disabilities
- Intellectual, physical and/or neurological disability
- Language and diversity
- Offending behaviours
- Social/economic disadvantage

People with complex issues may include:

- Adolescents
- Adults
- Children
- People with a physical/sensory/intellectual/psychiatric disabilities
- Persons under court/protective/statutory orders

- Appropriate assessment tools may include:
- Genograms
 - Psychosocial assessments
 - Risk frameworks – self and others
 - Specialised assessment tools
 - Taking a case history
- Risk management approach may include:
- Duty of care requirements
 - Established risk management frameworks/models
 - Harm minimisation strategies
 - Organisation risk assessment protocols and guidelines
 - WHS regulations, policies and procedures
- Health implications for clients may include:
- Access to appropriate health care
 - Alcohol and/or other drugs (AOD) use
 - Inability to manage own health and wellbeing
 - Inactivity
 - Neurological
 - Nutrition
 - Physiological
 - Self-injurious behaviours
 - Sexual health and lifestyle issues
- Educational and developmental needs may include:
- Aetiology
 - Early intervention
 - Opportunity and support to access appropriate education opportunities at:
 - pre-primary
 - primary
 - secondary
 - post-secondary levels
 - support at different life stages

- Additional communication support may include:
- Augmented communication aids i.e. electronic devices
 - Communication aids (i.e. picture books and TTY)
 - Culturally specific resources
 - Family support
 - Interpreting services
 - Speech pathology services
- Emotional, social and other needs may include:
- Equal employment opportunity (EEO), discrimination and privacy issues
 - Family support
 - Grief and loss
 - Isolation, rural and geographical issues
 - Sexuality issues
 - Socioeconomic issues
 - System support
 - Vulnerability
- Significant others may include:
- Carers
 - Family
 - Friends
 - Other professional support persons
 - Partners
- Intervention and support strategy may include:
- Allied health plans/support
 - Development of individual program/support plans
 - General service plans
 - Justice plans
- Support services may include:
- Externally monitored
 - Family and significant others
 - Government and non government
 - Individualised/tailored strategies
 - Private practice
 - Range of pre-determined supporting organisations and services
 - Self-managed

Sources of information may include:

- AOD services
- Child protection services
- Community service networks
- Family and significant others
- Health support services
- Juvenile justice services
- Mental health services
- The person with complex needs

Maintain relevant data and keep accurate records may refer to:

- Files and file notes
- Organisation records
- Reports formal and informal
- Statutory orders

Consultation may include:

- Family members and significant others
- Formal and informal meetings
- Networks
- Professional support workers
- The person with complex needs

Review processes may include:

- Case management meetings
- Organisation review processes
- Reports (verbal, written, formal and informal)

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Unit Sector(s)

Not Applicable

CHCCS513C Maintain an effective community sector work environment

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCCS513B Maintain an effective community sector work environment	CHCCS513C Maintain an effective community sector work environment	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required by those working at a management level to maintain an effective work environment in a community sector work context

It includes monitoring, coordinating and promoting ethical, safe and effective work practices in line with established work requirements

Application of the Unit

Application

This unit applies to work in a range of community service settings such as:

- specific communities
- community, regional or remote service provider
- department of a large institution or organisation
- specialised service or organisation
- private provider

Application of this unit should be contextualised to reflect specific workplace requirements and practices

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Promote ethical work practices

PERFORMANCE CRITERIA

1.1 Monitor decision-making to ensure ethical guidelines are followed and underlying ethical complexity is recognised

1.2 Ensure staff understanding and compliance with the principles of duty of care and legal responsibilities in all work undertaken

1.3 Ensure appropriate action is taken to address any breach or non adherence to standard procedures or adverse event

1.4 Monitor work practices to ensure confidentiality of any *client* matter in line with *organisation policy* and procedure, regulatory requirements and/or code of practice

1.5 Promote respect for rights and responsibilities of others through considered application of work practices

1.6 Apply and promote knowledge and understanding of *employee and employer rights and responsibilities* in all work practices

1.7 Identify potential conflict of interest in the workplace and take action to avoid and/or address

ELEMENT	PERFORMANCE CRITERIA
2. Support culture of effective communication	<p>2.1 Monitor and address <i>communication issues</i> in the workplace</p> <p>2.2 Monitor oral and written communication in the workplace to ensure confidentiality of client and staff matters</p> <p>2.3 Monitor workplace communication to support accuracy and understanding of information provided and received</p> <p>2.4 Promote recognition of individual and cultural differences in the workplace and support any adjustments to communication needed to facilitate the achievement of identified outcomes</p> <p>2.5 Promote and support a client-centred approach to community services work throughout interpersonal communication with clients and colleagues</p> <p>2.6 Promote and assist with the resolution of conflict and interpersonal differences in the workplace</p>
3. Facilitate staff education relevant to the community sector	<p>3.1 Contribute to staff knowledge of <i>different sectors within community services</i> and how the inter-relationships between these sectors may be used to enhance their work</p> <p>3.2 Maintain and share knowledge of current issues which impact on community services in own work area/organisation and as related to <i>different models of work</i></p> <p>3.3 Promote greater understanding of community services work and issues among key <i>stakeholders and representatives</i> from relevant target groups</p> <p>3.4 Facilitate staff knowledge of and commitment to the <i>central philosophies and values</i> of the community services industry</p>

ELEMENT**PERFORMANCE CRITERIA**

4. Monitor professional work standards

4.1 Monitor implementation of organisation policies and procedures relating to awards, standards and legislative requirements of staff

4.2 Identify areas for *improving work practices* and support implementation in line with organisation policies and procedures

4.3 Check compliance of work undertaken with relevant accreditation and professional standards applying to work undertaken and address issues where pertinent

4.4 Facilitate staff understanding and focus on achieving organisation goals and objectives in work undertaken

4.5 Ensure *issues requiring mandatory notification* are identified and reported appropriately and within organisation's specified timeframes

5. Work effectively within the community services system

5.1 Establish effective relationships with workers from different sectors and levels of the industry in line with *work role requirements*

5.2 Apply knowledge of the roles and functions of relevant community services structures, organisations and systems

5.3 Maintain knowledge of current issues influencing the community services system, including issues for Aboriginal and Torres Strait Islander people and contemporary cultural issues

5.4 Work with an understanding of funding mechanisms, and how the organisation's operations are financed

ELEMENT**PERFORMANCE CRITERIA**

6. Take opportunities to develop own competence
- 6.1 Monitor own skills/knowledge in relation to ongoing and changing work requirements
 - 6.2 Identify areas for personal development in line with community services industry developments, organisation requirements and personal interest
 - 6.3 Take initiative to access and/or create development opportunities to support organisation need and personal career development
 - 6.4 Undertake available formal and informal skill/knowledge development and maintenance activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness and management of personal bias, beliefs and values
- Contemporary approaches to work in the industry, associated rationales and supporting behaviours
- Current issues facing clients and the sector
- Contemporary employment terms and conditions in the workplace
- Details of accreditation processes and quality improvement practices
- Definition of duty of care, confidentiality of information and ethical decision-making in relation to specific work roles and responsibilities; what constitutes a breach of these and potential ramifications of breach and non-reporting
- Detailed implications of relevant legislation, including:
 - work health and safety (WHS)
 - access and equity
 - anti-discrimination
 - privacy
 - child protection
- Organisation procedures relating to:
 - safety issues and prevention in community services work
 - emergency response
 - security
- Own and others' responsibilities within the workplace
- Role, function and objectives of the organisation, and relevance to specific work role
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Responsibilities in relation to child protection and other mandatory reporting requirements where relevant
- Understanding and management of difference and diversity in relation to individual needs, discrimination and social vulnerability
- Understanding of relevant organisation procedures, policies, awards, standards and

REQUIRED SKILLS AND KNOWLEDGE

legislation and how to access them

- Understanding and application of legal and ethical framework in the community services industry
- Understanding and application of professional boundaries and need to refer appropriately
- Values, principles and ethics underpinning work in the sector including:
 - holistic and client-centred support and services
 - client needs and rights including duty of care
 - principles of access and equity
 - principles of human rights
 - principles of client safety

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Address breaches of duty of care, confidentiality, ethical guidelines and other relevant policies and legislation
- Monitor and promote professional and ethical work practices in the workplace

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Analyse implementation of workplace procedures and their outcomes to identify areas for improvement
- Apply decision-making and problem solving skills as required to monitor decision-making processes and provide constructive input to assist others
- Apply functional literacy skills needed for written and oral information about workplace requirements
- Contribute to team development where appropriate
- Monitor safety issues relevant to own work context
- Use high level interpersonal communication skills with clients and other stakeholders
- Use initiative in responding to challenging situations and individuals
- Use communication skills as required by specific work role, including:
 - interpreting and following verbal and/or written instructions
 - seeking clarification of tasks
 - providing information
 - reporting incidents in line with organisation requirements
- Take a responsible approach to professional development, including:
 - taking responsibility for accessing opportunities to expand and develop own skills and knowledge

REQUIRED SKILLS AND KNOWLEDGE

- supporting the discussion of new ideas and techniques in a range of settings
- sharing information and contributing to learning of others
- Take into account, use and promote effectively opportunities to address waste minimisation, environmental responsibility and sustainable practice issues, including efficient use of resources
- Work in a non-judgemental manner and promote similar behaviour in others

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Context of and specific resources for assessment:

- Assessment should relate to an identified work role and associated workplace conditions
- Resources essential for assessment include any documents specific to the work context such as:
 - instructions for the use of equipment
 - specific instructions for staff
 - emergency response procedures
 - safety policies and procedures
 - security procedures
 - relevant accreditation standards
 - waste management policies and procedures

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
- Method of assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
 - Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Work role requirements may include:

- Accreditation standards
- Individual awards and benchmarks
- Legislation relevant to work area
- Level of responsibility
- Organisation guidelines

Organisation policy on confidentiality may relate to:

- Access to records
- Destruction of records
- Release of information
- Storage of records
- Verbal and written communication

Organisation procedures, policies, awards, standards and legislation may include:

- Accreditation and service provision standards of other relevant industry organisations
- Current Australian standards
- Federal and state legislation
- Quality management policy and practice
- Sector specific legislation and standards, for example:
 - home and community care standards
 - aged care accreditation standards
 - disability service standards
 - housing regulation and standards
-

Client may include:

- Communities or groups
- Family and/or significant others
- Individual clients

RANGE STATEMENT

Stakeholders and representatives may include:

- Clients
- Community organisations
- Families and care givers
- Friends, peers and target group
- Government representatives and service providers
- Local community
- Management, colleagues, supervisor, team members
- Peak bodies and networks in the sector
- Services
- Specialists/experts

Different sectors within community services may include but are not limited to:

- Aged care
- Alcohol and other drugs
- Child protection
- Children's services
- Community development
- Community work
- Disability services
- Employment services
- Family and domestic violence
- Housing
- Mental health
- Youth work and juvenile justice

Different models of work in the sector may include:

- Case management
- Client-centred
- Community development
- Community education
- Developmental
- Participatory
- Service delivery
- Working with families

RANGE STATEMENT

The central values and philosophies may include:

- A holistic and person-centred approach, embracing:
 - promotion of well being of staff, clients and communities
 - early identification of problems
 - delivery of appropriate services
 - commitment to meeting the needs and upholding the rights of people
 - commitment to empowering the person and/or the community
 - ethical behaviour
 - preventative strategies
 - exercise of responsibilities and accountabilities within the context of duty of care for clients

A commitment to access and equity must be demonstrated by:

- A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers

Employee rights and responsibilities may relate to:

- Adherence to WHS
- Attendance requirements
- Confidentiality and privacy of organisation, client and colleague information
- Duty of care responsibilities
- Leave entitlements
- Obeying lawful orders
- Organisation policies and procedures
- Protection from discrimination and sexual harassment in the workplace
- The right to union representation

RANGE STATEMENT

Employer rights and responsibilities may relate to:

- Enterprise workplace agreements
- Legislative requirements for employee dismissal i.e. Workplace Relations Act
- Legislative requirements to provide a safe work environment free from discrimination and sexual harassment (see State and Commonwealth anti-discrimination legislation)
- Relevant State and Territory employment legislation i.e. wage rates, employment conditions

Issues requiring mandatory notification may include:

- Issues defined by jurisdictional legislation and/or regulatory requirements
- Issues specifically identified by under organisation policies
- Protection of children and others identified to be at risk

Identifying and implementing improved work practices may include:

- Application of safety practices, including for work in a range of contexts, such the client's home
- Assessing/observing/measuring environmental factors
- Checking equipment
- Developing and implementing child safe, child friendly resources, environment and work tools to support staff and volunteers working with people under 18 years of age
- Monitoring tasks
- Reporting and implementing suggested improvements
- Responding to surveys and questionnaires
- Seeking and addressing customer feedback

RANGE STATEMENT

Basic home fire safety includes knowledge of:

- Behaviour that may contribute to fire injury and/or fatality
- High fire risk groups
- Optimum placement of smoke alarms
- Referring client for smoke alarm installation and maintenance
- Role of a working smoke alarm
- Smoke alarm testing and cleaning
- Types of smoke alarms

Designated knowledge/skill development may relate to:

- Cardiopulmonary resuscitation emergency response and notification protocols
- Child protection
- Communication, conflict resolution
- Cultural awareness
- Customer service, including the provision of a child friendly environment that values, respects and welcomes children and young people
- Discrimination, harassment and bullying in the workplace
- Fire emergency response procedures for notification and containment of fire, use of fire fighting equipment and fire safety procedures
- First aid
- Formal and informal resolution of grievances
- Hazard control
- Infection control
- Manual handling
- WHS
- Quality improvement policy and practice
- Security procedures
- Waste management

RANGE STATEMENT

Communication strategies may include:

- Active listening
- Appropriate communication aids
- Appropriate demeanour and body language
- Appropriate language
- Appropriate modes of communication
- Appropriate tone and presentation
- Observation
- Providing appropriate and accurate information
- Questioning, clarifying, advising

Unit Sector(s)

Not Applicable

CHCCOM504B Develop, implement and promote effective workplace communication

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCOM504A Develop, implement and promote effective workplace communication	CHCCOM504B Develop, implement and promote effective workplace communication	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Formatting and grammatical corrections. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to apply higher level communication skills that underpin effective workplace operations

Application of the Unit

Application

The high level communication skills described in this unit may be applied across a range of workplace contexts involving development, application and evaluation of communication strategies to effectively address identified client needs and promote the organisation

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Contribute to the development of effective communication strategies

PERFORMANCE CRITERIA

- 1.1 Develop, promote, implement and review strategies for internal and external dissemination of information, as required, to maximise individual and organisation effectiveness
- 1.2 In developing and implementing strategies, address special communication needs to avoid discrimination in the workplace
- 1.3 Establish channels of communication and review regularly to ensure staff are informed of relevant information in a timely way
- 1.4 Provide coaching in effective communication to staff as required
- 1.5 Use negotiation and conflict resolution strategies where required to promote effective operation of the organisation
- 1.6 Negotiate issues with key stakeholders, *clients* and staff to facilitate mutually acceptable outcomes
- 1.7 Maintain relevant work-related networks and relationships to meet client needs and organisation objectives
- 1.8 Ensure all communication with clients and colleagues is appropriate to individual needs and the situation and promotes achievement of organisation objectives

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 2. Represent the organisation to a range of groups | 2.1 Present relevant, appropriately researched material in internal and external forums, in a manner that promotes the organisation and is adjusted as required to meet <i>audience needs</i> |
| | 2.2 Ensure presentations are clear and sequential and delivered within a predetermined time, and utilise appropriate media to enhance the presentation and address audience needs |
| | 2.3 Respond to questions from the audience in a manner consistent with organisation standards |
| | 2.4 Respect and consider differences in views in a way that values and encourages contributions of others |
| 3. Facilitate group discussions | 3.1 Define and implement mechanisms that enhance effective group interactions |
| | 3.2 Routinely use strategies that encourage all group members to participate, including seeking and acknowledging contributions from all members |
| | 3.3 Routinely set and follow objectives and agendas for meetings and discussions |
| | 3.4 Provide relevant information to groups as appropriate to facilitate outcomes |
| | 3.5 Evaluate group communication strategies to promote ongoing participation of all parties |
| | 3.6 Identify and address the specific communication needs of individuals |
| 4. Facilitate work group interaction | 4.1 When conducting meetings, clarify purpose, agree procedures, negotiate roles and responsibilities, adhere to agreed timeframes and maintain equality of participation and input by group members |
| | 4.2 Seek feedback on operation of group processes, encourage suggestions for change and implement appropriate action |
| | 4.3 Provide feedback in a supportive manner appropriate to individuals and the group |

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 5. Use specific communication techniques to assist in resolving conflict | 5.1 Use strategies to facilitate conflict resolution |
| | 5.2 Use communication skills and processes to identify and address barriers to communication and explore issues and background to the conflict |
| | 5.3 Use effective skills in listening, reframing, providing feedback and negotiating to support exploration and clarification of issues |
| | 5.4 Seek agreement on processes to be followed to resolve conflict within scope of own abilities, skills and work role |
| | 5.5 Make referral for conflict resolution and mediation as appropriate |
|
 | |
| 6. Produce quality written materials | 6.1 Ensure writing is succinct and clear and presented in a logical and sequential way to match audience needs and the purpose of the document |
| | 6.2 Ensure all written documentation produced addresses organisation guidelines and current accepted standards of writing in line with purpose |
| | 6.3 Prepare and provide appropriate and timely advice to management and clients as required |
| | 6.4 Where individual skill levels do not match workplace requirements, take appropriate remedial action, including seeking assistance and additional training |

ELEMENT

7. Conduct interviews

PERFORMANCE CRITERIA

7.1 In conducting interviews and formal discussions, make an effort to ensure that appropriate structures, timeframes and protocols are mutually agreed and adhered to

7.2 Use effective questioning, speaking, listening and non-verbal communication techniques during discussions and interviews, to ensure the required information is accessed or message communicated

7.3 Give feedback and advice in a way which reflects current identified good practice

7.4 Conduct interviews and formal discussions with due regard to individual differences, needs and rights

7.5 Use appropriate complaints management, grievance and counselling procedures to deal with serious problems

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Knowledge of different communication styles and techniques
- Different interview techniques
- Effective interpersonal, written and oral communication
- Negotiation techniques
- Group development processes
- Conflict resolution strategies and techniques
- Research techniques, including for social research

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Establish and maintain an appropriate network of clients
- Incorporate the requirements of specific groups in all client service work
- Communicate professionally with other professionals

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Work effectively with clients and service providers
- Assess cultural communication protocols
- Demonstrate application of skills in:
 - self-reflection
 - principles and practices of client service delivery
 - effective workplace writing
 - effective presentation techniques
 - effective communication techniques

REQUIRED SKILLS AND KNOWLEDGE

- effective interviewing
- effective group management processes
- conflict resolution and negotiation
- Use relevant information technology effectively in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment is recommended to be conducted over more than one occasion and include communications with individuals and groups

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally and linguistically diverse (CALD) environments
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
- Method of assessment:*
- Assessment may include observations, questioning or evidence gathered from the workplace, including testimonials from clients and colleagues etc

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Oral, written and non-verbal communication in the organisation can occur with:

- Clients and stakeholders
- Representatives of client groups or organisations
- Members of the public
- Managers and staff in own and other organisations
- Private organisations and consultants
- Academic institutions, public sector and community organisations
- Colleagues in different locations (e.g. regional/central offices)

Audience needs may require adjustments, such as:

- Alternative format for written materials, such as large print, braille, audio or in another language
- Assistive technology, such as audio loops
- Interpreters, including signers

*Written communication can involve both handwriting and operation of word processing equipment
It may take the form of:*

- Case notes and reports
- Minutes of meetings
- Routine as well as complex reports
- Proposals, project plans and spreadsheets
- General internal and external correspondence
- Speeches, journal articles and marketing materials
- Instructions, procedures and policies
- Submission writing

Oral communication can take the form of:

- Seeking and conveying information
- Consulting and advising
- Formal and informal presentations to different audiences
- Structured interviewing for selection or counselling purposes
- Leading discussions and briefings
- Negotiating
- Chairing and participating in meetings
- Conflict resolution
- Coaching
- Advocacy
- On-the-job training

RANGE STATEMENT

- Clients are defined by the work of the organisation and can include:*
- Individual members of the public
 - Other organisations, community groups and individuals
 - Other work areas of the organisation

Unit Sector(s)

Not Applicable

CHCCS504B Provide services to clients with complex needs

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS504A Provide services to clients with complex needs	CHCCS504B Provide services to clients with complex needs	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Updated terminology 'challenging behaviour' to 'behaviours of concern'. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required by community workers to provide services to people with complex needs

Application of the Unit

Application

This unit applies to workers in the community services sector who may be working with people who have complex and multiple needs

Workers may include social housing workers, mental health workers, family violence workers, drug and/or alcohol (AOD) workers, disability workers, forced migrant workers and generalist support.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Work with clients facing a range of issues

1.1 Apply a demonstrated understanding of issues that client may face including:

- mental health
- AOD
- imprisonment
- family violence
- homelessness
- child protection
- disability
- trauma/grief
- acquired brain injuries
- cultural issues

1.2 Apply a demonstrated understanding of associated and impacting issues:

- access and equity to services in the wider social environment
- trauma/grief
- health
- cognitive/social
- personal safety

1.3 Recognise the impacts *complex issues* may have on significant others

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 2. Develop strategies to engage clients with one or more identified needs | 2.1 Recognise impacts of stigma associated with <i>complex needs</i> on an individual, their family and significant others and on the community |
| | 2.2 Undertake a work health and safety (WHS) assessment of the environment and personal safety |
| | 2.3 Apply appropriate personal boundaries |
| | 2.4 Demonstrate rapport building techniques and trust development with the client |
| | 2.5 Use appropriate strategies and procedures to identify and respond to potential behavioural issues |
| | 2.6 Observe and monitor behaviour to identify behavioural risk |
| | 2.7 Respond to behavioural risk to ensure <i>safety of client and self</i> and report and/or refer appropriately |
| 3. Assess and prioritise need | 3.1 Identify needs in conjunction with the client |
| | 3.2 Assess client safety needs in conjunction with the client |
| | 3.3 Determine priorities in conjunction with the client |
| | 3.3 Coordinate a plan in conjunction with the client to address identified needs |
| | 3.4 Recognise circumstances in which a service and/or worker is no longer able to provide the level of service required |

ELEMENT

4. Refer and follow up identified needs

PERFORMANCE CRITERIA

- 4.1 Access and/or negotiate resources in order to deliver identified services
- 4.2 Communicate with other organisations and share information in accordance with appropriate protocols and relevant legislation
- 4.3 Determine all service providers' understanding of the service delivery plan and their roles and responsibilities within that plan
- 4.4 Seek feedback from the client and/or their advocate when evaluating effectiveness of the service delivery plan
- 4.5 Seek advice and assistance from relevant professionals where appropriate when the client's goals are not being reached

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legislative requirements:
 - relevant acts
 - privacy
 - duty of care
- Work health and safety (WHS)
- Customer service principles
- Personal values
- Access and equity principles
- Social justice principles
- Psychological first aid principles
- Consumer rights and responsibilities
- Broad understanding of community services sector including:
 - mental health
 - AOD
 - gambling
 - torture/trauma/grief/loss
 - disabilities
 - behavioural disorders
 - family violence
 - child protection
 - prison system
 - social housing/homelessness

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Prioritise and manage the changing service needs of the client with complex and multiple

REQUIRED SKILLS AND KNOWLEDGE

needs

- Recognise own limitations and need for assistance
- Recognise agency's limitations
- Work collaboratively with colleagues, professionals and other services

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - negotiation and persuasion
 - liaising and networking
 - safety assessment
- Demonstrate oral communication skills required to develop rapport with client
 - oral communication skills may include:
- listening
- asking questions
- providing encouragement
- minimising impact of behaviours of concern
 - language used may be English, sign language or community language depending on client group
- Demonstrate literacy competency required to fulfil the procedures of the organisation/ service
- Safely use and coordinate the use of relevant technology effectively in line with WHS guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- This unit may be contextualised to reflect its application to:
 - a range of age related areas such as youth work and aged care
 - a range of 'issue' types
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally and linguistically diverse (CALD) environments
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- In particular, assessment is recommended in conjunction with:
 - CHCCS500B Conduct complex assessment and referral
 - CHCNET501C Work effectively with other services and networks
- Resources required for assessment include:
 - access to appropriate workplace or simulated workplace where assessment can take place
 - relevant organisation policy, protocols and procedures

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Safety of client and self may refer to:

- Domestic violence
- Unpredictable client behaviour (e.g. aggression, dementia, mental health issues and AOD issues)
- Hazardous environments
- Specific identified health and safety risks

Complex issues may include:

- Mental health
- AOD
- Family violence
- Poverty
- Disability
- Behaviours of concern
- Age
- Aboriginality
- Cultural diversity

Complex needs with associated stigma may include but are not limited to:

- Mental illness
- Homelessness
- AOD use
- Family violence

Unit Sector(s)

Not Applicable

CHCCM503C Develop, facilitate and monitor all aspects of case management

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to facilitate all aspects of case planning

Application of the Unit

Application

This unit may apply to work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Conduct case management meetings

1.1 Facilitate information sharing with the client by establishing an appropriate rapport with the client and implementing appropriate procedures including:

- establish purpose, objectives and agenda of the meeting
- facilitate discussion
- resolve conflict where relevant
- identify, negotiate and record outcomes

1.2 Identify and agree boundaries and processes within service delivery, including:

- rights, roles, responsibilities, decision-making processes, accountability and outcomes
- ways of addressing experience, skills, values and development of participant
- impact of statutory mandates on interventions, the client and significant others
- the impact of value systems of worker, client and key stakeholders on outcomes
- information sharing and planning
- appropriate conflict resolution techniques to be employed

1.3 Define and explore individual family and community needs and rights, and organisation responsibilities to assure the rights are protected for all concerned

2. Develop an appropriate approach to case management

2.1 Develop and utilise case management processes appropriate to implementing statutory requirements

2.2 Implement appropriate processes to facilitate client setting of goals and participation in case management processes

2.3 Integrate appropriate cultural considerations into all aspects of case management planning

2.4 Provide information on rights of appeal and avenues of complaint so client understands their rights

ELEMENT**PERFORMANCE CRITERIA**

3. Develop an appropriate case management plan
- 3.1 Develop a case management plan to reflect initial assessment of needs
- 3.2 Identify the full range of appropriate immediate, short and long term needs of the client and other relevant parties
- 3.3 Develop action plans to reflect:
- integration of expertise of relevant stakeholders and other service deliverers
 - negotiated and agreed goals and operational processes
 - a range of strategies to address each goal and to maximise participation in plan
 - appropriate resource allocation
 - agreed responsibility for delivery
 - realistic and agreed indicators of success
 - rights and responsibilities of client
- 3.4 Establish processes for monitoring and changing case plan
- 3.5 Identify strategies to deal with *complex or high risk situations*
- 3.6 Match requirements of case plan to experience, workload and geographical location of worker
- 3.7 Focus plan on assisting clients to set and achieve realistic targets for change or action and to take personal responsibility
4. Manage case work activities and processes
- 4.1 Implement strategies to continually monitor the effectiveness of case management processes against agreed goals, relevant services and programs, client and stakeholder satisfaction
- 4.2 Assess the need for changes in case plan, including the need for ongoing intervention, and develop strategies for alternatives as appropriate
- 4.3 Successfully negotiate with relevant parties, any proposed changes arising from case review
- 4.4 Utilise processes for case closure as appropriate, to comply with organisation procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Behaviour change models and practices
- Organisation procedures and standards
- Formal meeting processes
- Relevant policy, procedures, legislation and statutory mandates
- Cultural protocols and systems
- Family structure, dynamics, communication and decision-making
- Relevant documentation protocols
- Range of available services

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Access and use a range of family and community resources
- Identify and gain agreement on role boundaries
- Facilitate groups and support participants to engage in information sharing and planning
- Apply organisation statutory and legislative requirements

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - Planning, decision-making and goal setting
 - Managing group dynamics
 - Conflict resolution, negotiation and (where required) mediation techniques

REQUIRED SKILLS AND KNOWLEDGE

- Defining boundaries
- Planning and goal setting
- Facilitation
- Assertion
- High level writing skills
- Interpersonal and communication
- Supervision and delegation where appropriate to job role

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment may be conducted over one or more occasions and should include all aspects of case planning with a range of clients

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to:
 - an appropriate workplace where assessment can take place or simulation of realistic workplace setting
- Method of assessment:*
- Assessment may include observation, questioning and evidence gathered from the workplace environment

Range Statement

RANGE STATEMENT

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The contexts for facilitation of information sharing and planning include:

- All formal processes included in case management e.g. case conferences, case review meetings, formal briefings on client progress

Evaluating ongoing implementation includes:

- Monitoring case plan implementation
- Facilitating review activities and feedback from workers on progress of intervention
- Liaison with service providers, clients, significant others
- Advising on how case plans can be modified, ensuring that changes are communicated appropriately

Complex or high risk situations are to be defined as:

- Life threatening/high risk situations
- Cases where at least three of the following factors are combined:
 - serious/sustained abuse
 - multiple difficulties present in family
 - intellectual or psychiatric disability
 - chronic and serious drug addiction affecting individuals capacity
- Where a wide range of other agencies are involved, e.g. community services, legal, medical and police agencies
- Where involvement of protective and custodial agencies with the family has been over a lengthy and sustained period
- When age of the client creates special considerations
- Cases with high public/political sensitivity requiring sensitive and experienced case investigation and management

RANGE STATEMENT

Negotiate actions includes:

- Gaining agreement on course of actions, goal setting, milestone setting and agreement, timeline setting, establishment of review points in case plan

Unit Sector(s)

Not Applicable

CHCFAM503B Work with a child focused approach

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to ensure that the role and needs of children and young people are considered by both practitioners and parents and that the interests of the child are paramount

Application of the Unit

Application

A key tenet of the family law system and associated service provision is acting and promoting the best interests of the child

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Support parents to maintain child focused approaches to planning and actions

PERFORMANCE CRITERIA

- 1.1. Focus on *children's issues* as a matter of priority
- 1.2. Ensure the child is centre of support and intervention plans
- 1.3. Engage parents using a range of *communication techniques* to establish an understanding of required contact behaviour
- 1.4. Manage parents *inappropriate attempts to exchange information*
- 1.5. *Manage inter parental disputes* and assist parents to recognise the needs of children and young people are separate to that of their own emotional needs
- 1.6. Seek clarification and understanding of *court orders* to determine legal parameters of any service provision or interventions
- 1.7. Reconcile competing ideas on the best interests of the child with the resident and non resident parent

ELEMENT	PERFORMANCE CRITERIA
2. Create and maintain child focused environment	<p>2.1 Plan activities <i>and</i> interactions with parents ensuring they are <i>developmentally age appropriate</i> for the child</p> <p>2.2 Provide <i>resources for safe interactions</i> of child and parents</p> <p>2.3 Provide service that ensures the child's needs and wants are central to the case activities</p> <p>2.4 Engage the reluctant and non participative child</p>
3. <i>Evaluate and monitor</i> child focused practice	<p>3.1 <i>Provide guidance and direction to less experienced staff</i></p> <p>3.2 Review practices and policies to ensure child focused practices are implemented</p> <p>3.3 Obtain feedback from parents and children of the service as part of the <i>evaluation processes and methodologies</i></p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- The stages of child development and relevance to work with vulnerable children
- Attachment and family systems theories and how these are applied to working with vulnerable and traumatised children
- Importance of peer relationships for vulnerable and isolated children
- Principles of empowerment and application of these to the work practices

REQUIRED SKILLS AND KNOWLEDGE

- Indicators, effects and dynamics on family relationships and implications of:
 - family violence and abuse
 - substance use
 - mental illness
 - disability
- Child's physical and emotional reactions to separation, conflict, violence, and trauma
- Case management principles of assessment, planning, monitoring and review
- Principles and practice standards for working within the child's best interests as stated in Family Law Act
- Workers legal responsibilities and duty of care to children/young people and parents/carers when engaging in relationship supports and interventions.
- Research and identify the parenting and family dynamics in different cultures. Where necessary seek appropriate cultural expertise to ensure practices are culturally appropriate
- Child rights to protection, active right to participate, to choose course of action and make decision at their level of ability in any planning processes
- Indicators of abuse, types of abuse, children who are particularly vulnerable and reporting systems in accordance with relevant state legislation
- Range of service options for referral to relationship support and interventions services
- Applications and relevance of concepts of parent alienation in separation and divorce
- Effects of loss, grief and depression on children experiencing family conflict
- Indicators and responses to child anxiety including childhood resilience

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Respond to children and young people experiencing the following as a result of family conflict, parental separation and/or divorce:
 - grief/loss and depression
 - post traumatic stress disorder
 - domestic and family violence
 - sexual abuse and neglect
 - cross gender issues
- Undertake case management, including assessment of child and family needs, analysing information gathered for the development, facilitation and monitoring of a client case plan within own level of responsibility
- Undertake a needs assessment interview with children and/or young people to determine individual needs that will contribute to course of interventions and/or support within own level of responsibility
- Bring parties back to the issues of impact on the children - reframe future
- Use genograms and sociograms to clarify complex family relationships

REQUIRED SKILLS AND KNOWLEDGE

- Engage children in assessment, within own level of responsibility, using:
 - age appropriate language and questioning techniques
 - non-verbal communication
 - empathy and rapport building
- Observe and report on client situations, behaviours and interactions for the purpose of informing case management, support , interventions and where necessary reporting processes including those issues for risk management and client protection
- Provide effective client referrals to other support services or as part of case management processes
- Assist families to engage in communication exchanges that contribute to positive relationship building
- Adhere to boundaries for roles and actions of both the client and the worker using accepted standards of the organisation and within the relevant legislative frameworks
- Establish a professional relationship with children and parents

continued ...

Essential skills (contd):

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Work autonomously for short periods of time
- Apply and model communication skills including:
 - listening and understanding
 - speaking clearly and directly
 - writing to audience needs
 - negotiating responsively
 - empathising
 - persuading effectively
 - being appropriately assertive

Evidence Guide

EVIDENCE GUIDE

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of *specified* essential knowledge as well as skills:
 - Communication methods for engaging and working with children
 - Understanding and applying to practice the concepts and intentions of Family Law Act - 'Best Interests of the Child'
 - Understanding and applying Child Development theories when engaging and working with children and families
 - Understanding and applying where necessary any mandated notification responsibilities
 - Application of confidentiality and conflict of interest policies to information obtained, recorded and maintained when working with clients
 - Ensuring child's rights to protection, active right to participate, to choose course of action and make decisions at their level of ability
 - Children's emotional and physical reactions to separation, conflict, violence and trauma.
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over a period of time in order to ensure consistency of performance across contexts applicable to the work environment

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- Competency must be demonstrated in a real work environment
 - In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
 - Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

EVIDENCE GUIDE

Method of assessment:

- Observation in the workplace *together with a possible combination of the following:*
 - Written assignments/projects or questioning should be used to assess knowledge
 - Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Children's issues may include:

- Type, frequency and length of contact with parents
- Preference for recreational and social activities
- Education and peer relations
- Contact and relationship with significant others and/or extended family
- Place of residence
- Preferred communications styles with parents and significant others

Communication techniques may include:

- Assertion
- Active listening
- Summarising
- Paraphrasing
- Non-verbal communication:
 - gestures
 - facial expression
 - posture and positioning
 - eye contact
- Written information, pamphlets, reports, articles

Inappropriate attempts to exchange information may include:

- Threatening staff and or other clients to disclose information
- Providing documentation to staff that breaches confidentiality
- Attempting to engage with staff to for the sole purpose of obtaining information about another party to the case
- Attempting to use gifts and bribery to exchange information
- Manipulating and coercing children to seek information from staff and others
- Illegal attempts to access confidential files

RANGE STATEMENT

Manage inter parental disputes may include:

- Ensuring safety of vulnerable clients by ensuring confidentiality of either party, not having contact with parties directly in the same environment
- Using assertiveness and negation skills to diffuse immediate conflict situations
- Modelling appropriate cooperation and communication skills to parents in conflict
- Reinforcing the organisations policy on rights and responsibilities of both clients and workers where necessary
- Undertaking risk assessments for violence and abuse
- Presenting the child's expressed wants and needs to ensure that parents refocus on the best interests of the child

Court orders may relate to

- Parental contact and residency
- Child Protection
- Domestic and family violence issues

Developmentally age appropriate activities means:

- Plan activities that consider the developmental age and milestones of the child. Including chronological age, social, emotional and intellectual development. Activities will also provide for the specific needs of the individual child where disability, culture or health concerns are present.

Resources for safe interactions may include:

- Child appropriate equipment and activities
- Appropriate environment to engage with parents
- Access to organisation policies and procedures
- Recent and relevant research on:
 - marital conflict
 - separation and divorce
 - effective communication in marital conflict interventions
- Access to court orders where relevant
- Documented history of marital/post separation conflict

RANGE STATEMENT

Provide guidance and direction to less experienced staff may include:

- Establishing and participating in peer support systems in the organisation
- Peer supervision arrangements
- Case review processes
- Mentoring or buddy arrangements
- Shadowing more experienced staff members

Evaluation processes and methodologies may include:

- Direct observation
- Client interviews
- Survey forms
- Focus groups

Unit Sector(s)

Not Applicable

PSPMNGT605B Manage diversity

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers productive diversity management to maximise workforce effectiveness. It includes contributing to, promoting and monitoring a diversity strategy; facilitating the development of a workforce that promotes and values diversity; and facilitating communication with a diverse workforce.

In practice, managing diversity occurs in the context of other generalist or specialist work activities such as managing compliance, managing people and performance, managing recruitment and selection, managing employee relations, managing client service etc.

This unit is one of a series of 6 competencies relating to diversity in the public sector, located in the Competency fields of *Working in Government* and *Management*. Related units of competency are:

- PSPGOV201B Work in a public sector environment
- PSPGOV308B Work effectively with diversity
- PSPGOV408A Value diversity
- PSPGOV505A Promote diversity
- PSPMNGT702A Influence and shape diversity management

This unit replaces and is equivalent to *PSPMNGT605A Manage diversity*.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to the development of a diversity strategy	<p>1.1 The organisational context and framework for the diversity strategy are identified and key result areas are established.</p> <p>1.2 A <i>diversity strategy</i> is developed that identifies <i>diversity issues</i> and objectives to enhance business unit and organisational effectiveness in accordance with <i>public sector legislation and policies</i>.</p> <p>1.3 The strategy is used to identify <i>benefits and opportunities</i> provided by a diverse workforce and complies with legislative requirements, organisational policies and practices.</p> <p>1.4 Diversity objectives in the strategy are linked with the demographic profile of the client base, the organisation's strategic goals and the core business of the <i>business unit</i>.</p> <p>1.5 The strategy is developed in consultation with <i>stakeholders</i>, including people from key equity groups and the organisation's clients.</p> <p>1.6 The strategy is designed to provide a mechanism through which diversity issues can be integrated within <i>organisational policies and procedures</i>, for example, recruitment and selection.</p>
2. Promote and review diversity strategy	<p>2.1 The strategy is communicated and <i>promoted</i> within the business unit and the organisation in accordance with audience needs and organisational requirements.</p> <p>2.2 The need for diversity support programs is identified and programs are established in accordance with the objectives of the diversity strategy.</p> <p>2.3 Individuals are encouraged to align everyday work with the diversity strategy in recognition that individuals are the implementers who will ensure the strategy's success.</p> <p>2.4 Progress of diversity strategies within business plans is monitored and reported on in accordance with organisational policy and procedures.</p> <p>2.5 The effectiveness of the strategy in contributing to organisational effectiveness is monitored and reviewed according to its specifications, and recommendations for enhancements are identified and acted upon.</p>
3. Facilitate the development of a workforce that promotes and values diversity	<p>3.1 Benefits of a <i>diverse workforce</i> are identified and communicated to those working within the business unit and the organisation.</p> <p>3.2 Initiatives and resources to address <i>barriers</i> to equal employment opportunity within the organisation are developed or adopted in accordance with the diversity strategy.</p> <p>3.3 A range of leadership styles is employed to facilitate</p>

ELEMENT

PERFORMANCE CRITERIA

- intercultural management and to manage diverse teams.
- 3.4 The diversity factors associated with individuals within the workforce are identified and utilised in the delivery of services to diverse clients.
- 3.5 A range of working styles that are reflective of a diverse workforce is accepted and encouraged, unified to the organisational context.
- 3.6 Diversity training and awareness programs are utilised, as appropriate, to promote the benefits of a diverse workforce.
- 4. Facilitate communication within a diverse workforce**
- 4.1 Language, literacy and numeracy issues are identified and addressed to facilitate full participation of all members of the workforce in work and development activities.
- 4.2 A range of *communication strategies* is employed to meet the needs of a diverse workforce and client base.
- 4.3 The target audience is identified and tailored communications strategies are adopted.
- 4.4 Resources to facilitate effective communication within the workplace are identified and utilised in accordance with organisational policy and procedures.
- 4.5 Ineffective and inappropriate communication strategies are identified and adjusted to meet the information needs of a diverse workforce and client base.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- monitoring and reporting on the progress of diversity strategies
- using communication involving exchanges of complex oral information
- communicating with people from diverse backgrounds (including gender and disability)
- managing diverse teams
- applying intercultural management
- using a variety of words and language structures to explain complex ideas to diverse audiences
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- preparing written advice and reports requiring reasoning and precision of expression
- using plain English in written documents

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- the concept of diversity and its integration within and across all human resource and management functions and areas
- cultural diversity, including issues of racism, discrimination, harassment and victimisation
- the organisation's policies and strategic goals relating to diversity and the implications of these for current and future human resource management
- the relationship between management of diversity and organisational effectiveness
- equal employment opportunity, access and equity principles
- productive diversity principles including flexibility, multiplicity, devolution, negotiation and pluralism
- institutional racism and resulting indirect discrimination
- jurisdictional legislation, instructions, directions and standards that underpin or impact on workplace diversity
- public sector policies, practices and procedures related to diversity

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC601B Maintain and enhance confidence in public service
 - PSPGOV601B Apply government systems
 - PSPGOV602B Establish and maintain strategic networks
 - PSPLEGN601B Manage compliance with legislation in the public sector
 - PSPMNGT603B Facilitate people management
 - PSPMNGT606B Manage quality client service
 - PSPMNGT615A Influence workforce effectiveness
 - PSPPOL603A Manage policy implementation

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- diversity management in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- information on diversity management in the context of public sector management and human resource management
- legislation, policy, procedures and guidelines relating to/impacting on diversity
- case studies and workplace scenarios to capture the range of situations likely to be encountered when managing diversity

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions

likely to be encountered in the workplace, including coping with difficulties, irregularities and breakdowns in routine

- management of diversity in a range of (2 or more) contexts (or occasions, over time)
- a variety of management contexts (2 or more) such as managing compliance, managing people and performance, managing recruitment and selection, managing employee relations, managing client service etc

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

A diversity strategy is:

- an expression of what a business unit or organisation intends to do to utilise diversity as a productive resource in order to maximise effectiveness and efficiency

Diversity issues may include:

- equal employment opportunity issues such as:
 - direct and indirect discrimination - discriminatory systems and practices
 - harassment
 - racism
 - under-representation of equity groups in the public sector
 - employment of equity groups concentrated at lower levels in the public sector
 - women making up more than half of the public sector workforce but disproportionately represented at lower salary levels
 - barrier (or glass ceiling) that prevents equity group members progressing to higher salary levels
 - disproportionate representation of equity group members in non-permanent, casual or contract positions
 - inappropriate supervisory treatment of equity group members
 - sidelining staff from diverse backgrounds to 'diversity roles' rather than the opportunity to pursue what interests them, or where they add most value
 - workplace systems or practices that don't allow a balance between work and family responsibilities
 - inequitable access to acting opportunities, workplace training and development
 - culturally inappropriate workplaces
 - making reasonable adjustment to work processes
 - enabling access to buildings to people with a disability
 - quality of service delivery to clients from diverse backgrounds
 - people from recognised diversity groups not choosing to be identified through usual statistical collection methods
 - questioning/disregarding the dominant paradigm of the organisation
 - inappropriate treatment of those who don't fit the dominant

- paradigm of the organisation
- risks associated with diversity not managed
 - different values:
- uncertainty avoidance
- collectivist/individualist
- power/distance
- masculine/feminine
 - resolving communication issues
 - developing cultural competence
 - negotiating commonalities
 - resolving conflict
 - negotiating difference
- Commonwealth legislation addressing diversity issues, for example:
 - Racial Discrimination Act 1975
 - Sex Discrimination Act 1984
 - Disability Discrimination Act 1992
 - Workplace Relations Act 1996
 - Privacy Act 1988
 - Human Rights and Equal Opportunity Commission Act 1984
 - State/Territory legislation addressing diversity issues, such as Victoria's Racial and Religious Tolerance Act
 - public service/public sector management acts
 - workplace diversity guidelines
 - national and international codes of practice and standards
 - the organisation's plans, strategies and policies relating to diversity
 - policies relating to language services
 - government policy mandating equal employment opportunity and/or workplace diversity requirements, such as:
 - Managing diversity in the Western Australian public sector, August 1995
 - Valuing cultural diversity, State of Victoria, 2002
 - public sector ethics/values/codes of conduct
 - public sector management standards (subordinate law)
 - Commissioner's directions/instructions
 - community guidelines, policy and practices (such as those within Aboriginal and Torres Strait Islander communities)
 - improved client service (internal and external)

Public sector legislation and policies (relating to diversity) may include:

Benefits and opportunities of diversity

in the workplace may include:

- improved access to government services and programs
- improved relationship with the community
- wider sources of recruitment
- greater responsiveness to change
- cultural enrichment
- a workplace reflective of local demographics
- promotion of creativity
- retention of staff
- community public relations
- facilitation of attainment of organisation goals
- improved service delivery
- promoting equity and fairness
- creation of a harmonious and supportive work environment
- increased skills and experience added to the workplace
- balanced workforce in terms of age, gender, race and culture

Business unit may include:

- a program
- sub-program
- cost centre
- area
- division
- branch
- production unit or section located within the organisation

Stakeholders may include:

- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services, including
- employees at all levels of the organisation
- other government and non-government organisations
- union and association representatives
- boards of management
- government
- Ministers
- community
- clients

Organisational policies and procedures may relate to:

- recruitment and selection
- learning and development
- performance management
- promotion and retention of staff
- employment conditions

Methods of promoting diversity plans may include:

- organisational mission and values
- performance assessment
- written documentation
- manuals
- policy and procedure statements
- guides
- information brochures and pamphlets
- oral advice and guidance
- one-on-one meetings
- small group meetings
- telephone contact and/or electronic mail
- training programs
- online resources

Diverse workforce refers to:

- a workforce comprising employees with differences in:
 - age
 - culture
 - disability
 - educational background
 - ethnicity
 - expertise
 - family responsibilities
 - gender
 - interests
 - interpersonal approach
 - language
 - learning styles
 - life experience
 - marital status
 - not fitting the dominant paradigm of the organisation
 - personality
 - physical capability
 - race
 - religious belief
 - sexual orientation
 - socio-economic status
 - thinking styles
 - work experience
 - working styles

Barriers to equal

- individual and structural/institutional racism, sexism and

employment opportunity
may include:

- other forms of exclusion and discrimination
- direct and indirect discrimination
- issues related to cultural diversity
- exclusionary workplace practices

Communication strategies may include:

- small group information sessions
- use of plain English
- translated information
- use of bilingual staff

Unit Sector(s)

Not applicable.

Competency field

Management.

CHCPOL504B Develop and implement policy

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to develop and apply policy initiatives in the workplace

Application of the Unit

Application

This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Research and consult with others to develop policies

PERFORMANCE CRITERIA

- 1.1 Evaluate existing organisation, government and other policies relevant to issue to determine their currency and relevance for organisation and its clients
- 1.2 Undertake *appropriate research* and consultation to contribute to policy development and document in accordance with organisation policies and procedures
- 1.3 Consult relevant *stakeholders* throughout policy development process to ensure relevance and acceptance of the product
- 1.4 Provide appropriate mechanisms to facilitate open constructive discussion about policy issues and their possible resolution
- 1.5 Develop policies that reflect the culture, values and objectives of the organisation
- 1.6 Ensure policies include implications for resourcing implementation and review mechanisms

ELEMENT**PERFORMANCE CRITERIA**

2. Test draft policies

- 2.1 Develop an appropriate consultation plan and implement to test and review draft policies
- 2.2 Discuss policy implementation issues, including monitoring and evaluation processes, with relevant personnel and modify policy as appropriate
- 2.3 Notify those affected by changes to policies in time to take remedial action

3. Develop policy materials

- 3.1 Prepare policy materials in a format and style to facilitate understanding and implementation of the policy
- 3.2 Develop policy proposals that acknowledge a range of sources, interest groups and applications

4. Implement and review policies

- 4.1 Develop and follow policy implementation plan maximise impact of new and revised policies
- 4.2 Develop and utilise strategies to ensure wide dissemination of policy information
- 4.3 Develop and implement evaluation plan to ensure ongoing review of policies and maximise input from clients and stakeholders
- 4.4 Review policies in accordance with organisation policies and procedures
- 4.5 Promote policies relevant to the organisation's operation to key clients and stakeholders in an appropriate manner utilising a range of strategies
- 4.6 Utilise feedback received during marketing and promotion to review policies

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Principles and practices of policy development
- Relevant policy at global, national, state, regional and local levels
- Key stakeholders at local, national and state level
- Organisation consultation processes
- Evaluation and review processes
- Organisation business and corporate plans and philosophy
- Funding bodies and their requirements

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Undertake consultation with others
- Test draft policies before implementation
- Review policies for their effectiveness once implemented

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - documentation and report writing
 - policy development
 - research and consultation
 - promotion

REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
This may include the use of languages other than English and alternative communication systems
- Assessment must include all stages of developing and implementing policy

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resource requirements for assessment of this unit include access to:
 - an appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment
- Method of assessment:*
- Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Appropriate research may include:*
- State, national or local level
 - Written or oral sources of information

RANGE STATEMENT

Stakeholders may include:

- Colleagues
- Clients
- Families and significant others
- Other organisations
- Funding bodies
- Community groups
- Management
- Government agencies

Unit Sector(s)

Not Applicable

CHCPOL403C Undertake research activities

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCPOL403B Undertake research activities	CHCPOL403C Undertake research activities	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to implement research relevant to operations of the organisation and/or the community

Application of the Unit

Application

This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Prepare a research plan

PERFORMANCE CRITERIA

- 1.1 Ensure views and interests of *stakeholders* are reflected in the research methodology and it and is compatible with ethical considerations
- 1.2 Select research methodology suitable to needs, purposes and resources and to maximise credibility of outcomes
- 1.3 Select and use research strategies appropriate to client group, subject matter being researched, the outcomes sought and the resources available
- 1.4 Ensure research plan incorporates strategies for validating research outcomes

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 2. Implement appropriate research strategies | 2.1 Select and use research strategies appropriate to subject matter being researched, the outcomes sought and the resources available |
| | 2.2 Determine and allocate resources needed to conduct research |
| | 2.3 Ensure collection, recording and storage of all relevant information is timely and will ensure validity, confidentiality and security |
| | 2.4 Identify a representative range of people and groups with an interest in the issues and consult them in appropriate ways to ensure validity of outcomes |
| | 2.5 Undertake consultation according to agreed practices and protocol of own and other agencies |
| | 2.6 Consider cultural sensitivities and ethical issues in all consultation |
|
 | |
| 3. Organise and analyse information | 3.1 Organise information in a form that allows analysis and suits the research purposes |
| | 3.2 Develop patterns in the data and derive explanations, maintaining validity and reliability |
|
 | |
| 4. Report the findings of the research | 4.1 Report complete and accurate details of the research methodology, information and analysis in an accessible and useable style and format |
| | 4.2 Provide opportunities for validation of research findings |
| | 4.3 Report research results and make them available to all relevant stakeholders |

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Current and suitable research methodologies, including community based research and participatory research
- Research interview techniques, including consultation methods, protocols and practice
- Information systems, manual and electronic
- Report presentation
- Cultural implications of research methods
- Cultural analysis of information
- Cultural knowledge and ownership issues
- Research ethics

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Carry out research activities that are directly relevant to the organisation and/or the community

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - consultation methods
 - complex communication
 - negotiation with a wide range of known and unknown stakeholders
 - interpretation and analysis of data
 - networking
 - written/oral presentation
- Utilise relevant information technology effectively in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
This may include the use of languages other than English and alternative communication systems
- It is recommended that assessment take place on one or more occasions but must include all aspects of research activities - preparing, implementing, analysing, and reporting on research

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resource requirements for assessment of this unit include access to:
 - an appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment
- Method of assessment:*
- Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- The contexts for undertaking research may include:*
- Preparation of a range of organisation information for policy development, strategic planning, marketing and promotion services, planning new services, reviewing existing services, providing advice to management
 - Responsibility for research specific to a service, its stakeholders, interests and relationship with the wider community
 - Specific community or client interests and issues
- Stakeholders may be:*
- Within the organisation
 - Within the community
 - In other areas of delivery and other services, agencies
 - In the education/training field
 - Other specialists
 - Management
 - Community leaders
 - Recipients of the service delivery

Unit Sector(s)

Not Applicable

CHCORG627B Provide mentoring support to colleagues

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to act as a mentor to other individuals in the industry or workplace

Application of the Unit

Application

The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Establish a relationship with *mentoree*

PERFORMANCE CRITERIA

- 1.1 Use effective communication styles to develop trust, confidence and rapport
- 1.2 Make agreements on how the mentoring relationship will be conducted including:
 - the amount of time involved for both parties
 - confidentiality of information
 - scope of issues to be covered
- 1.3 Discuss and clarify expectations and goals with mentoree

ELEMENT

2. Offer mentoring support

PERFORMANCE CRITERIA

- 2.1 Assist the mentoree to identify and evaluate options to achieve agreed goals
- 2.2 Share personal experiences and knowledge with the mentoree to assist in progress towards agreed goals
- 2.3 Encourage the mentoree to make decisions and take responsibility for courses of action or solutions under consideration
- 2.4 Provide supportive advice and assistance in a manner that allows mentoree to retain responsibility for achievement of their own goals
- 2.5 Recognise and openly discuss *changes in the mentoring relationship*
- 2.6 Make adjustments to the relationship to take account of the needs of both mentor and mentoree

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Communication skills in relation to listening supportively, questioning, providing feedback constructively, challenging limitations and non-verbal communication
- Significant knowledge and experience of the area of practice in which the mentoree operates

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply understanding of the role and benefits of mentoring
- Use significant workplace knowledge and experience to assist another individual to achieve his or her agreed goals
- Demonstrate application of effective communication styles

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of understanding of mentoring, its role and potential benefits
- Demonstrate application of communication skills including:
 - listening supportively
 - questioning
 - providing feedback constructively
 - challenging limitations
 - non-verbal communication

REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment must ensure activities are conducted over a period of time in which the candidate provides mentoring support for a less experienced colleague

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged

EVIDENCE GUIDE

Method of assessment:

- Assessment methods must be chosen to ensure that mentoring skills can be practically demonstrated
- Methods must include assessment of knowledge as well as practical skills and may include, for example:
 - evaluation of reports detailing mentoring activities undertaken by the candidate (taking account of confidentiality issues)
 - interview with the mentoree to evaluate the mentor's skills
 - oral or written questions to assess knowledge of the key concepts of mentoring
 - review of portfolio's of evidence and third party workplace reports of on-the-job performance by the candidate

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Mentoree may work within the same or different organisations as the mentor and:

- The mentoring process may apply to any area of organisation or professional endeavour
- Expectation and goals for mentoring may include:
 - acquisition of specific skills
 - progress with overall development
 - individual professional and personal development

RANGE STATEMENT

Changes in the mentoring relationship may include:

- Inability of one party to continue participation
- Identification of a need for assistance from others with different skills
- Achievement of goals and decision to conclude the relationship
- Changes in the dynamic of the relationship

Unit Sector(s)

Not Applicable

CHCORG624E Provide leadership in community services delivery

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCORG624D Provide leadership in community services delivery	CHCORG624E Provide leadership in community services delivery	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to apply a leadership role determined and supported by the community

The leadership role includes providing direction and promotion of community services, processes and outcomes and influencing effective industry practice

Application of the Unit

Application

The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Develop effective *leadership* role

PERFORMANCE CRITERIA

- 1.1 Identify role, responsibilities and parameters for exercising influence and negotiate with key people in organisation and community to ensure support
- 1.2 Establish authority and accountability according to organisation's guidelines and community requirements
- 1.3 Assess factors that will impact on leadership style and role and address in developing individual and organisation practice

ELEMENT**PERFORMANCE CRITERIA**

2. Provide direction

- 2.1 Develop and maintain consultation structures to support coordinated planning and decision-making
- 2.2 Develop and maintain strategic alliances with key people to maximise personal and organisation effectiveness
- 2.3 Routinely model and promote effective communication and interpersonal skills
- 2.4 Implement appropriate continuous improvement processes to ensure ongoing effectiveness of work

3. Promote community work and maintain quality performance

- 3.1 Research and analyse *factors* that influence effectiveness of performance
- 3.2 Develop and implement *strategies to promote effectiveness of community work*
- 3.3 Research and establish *strategies to develop and maintain quality performance*
- 3.4 Develop, negotiate, promote performance standards and requirements and use to guide organisation and personal work delivery
- 3.5 Negotiate implementation of changes to practices, policies and procedures and promote to gain support

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Characteristics, relationships, influence and accountability in the community
- Complex cultural awareness and practice
- Government programs and policies
- Models of leadership
- Nature and structure of the community services industry
- Organisation's guidelines
- Policies and theories of community services
- Policies and theories of productivity and human services
- Relevant industrial relations policy, structures and practice
- Relevant legislation
- Research methodologies
- Social/political/organisation systems and structures
- Strategic planning
- Training and education policy systems and provision

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate high level leadership to communities to enable achievement of common goals
- Influence effective practice in community work and/or the community services industries

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - Leadership based on specified objectives and community factors
 - Strategic planning designed to achieve identified community outcomes
 - Analysis of community relationships
- Demonstrate application of high level skills affecting organisations, industry and the

broadest community, including:

- evaluation
- communication
- negotiation
- analysis
- developmental practice
- Provide leadership in applying principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability
- Use and coordinate the use of relevant information technology effectively in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit can be assessed in the workplace, in the community or in relevant simulation
- Consistency in performance should relate to outcomes required by community leadership

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resource requirements for assessment of this unit include access to:
 - an appropriate workplace or community or to an environment capable of accurately simulating these

- Method of assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
 - Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Factors which may have an impact on community work will include:

- Attitudes, values, beliefs
- Composition and nature of the community
- Government role and policies
- Organisation policy and principles
- Other agencies, networks, services
- Resources
- Roles, relationships, obligations, accountability and protocol

Review of community work may include:

- Internal and external research
- Internal evaluation
- Specifically commissioned research

Leadership may include:

- Direct and indirect influence on attitudes, decisions and action
- Formal and informal roles and positions
- Individual and group roles and positions

Factors influencing effective community services may include:

- Career structures
- Competence
- Coordination/leadership
- Culture
- Flexibility/adaptability
- Government
- Image/morale
- Industrial structures
- Organisation
- Performance standards
- Policy
- Public
- Resources
- Service
- Service standards
- Skills
- Social
- Social/community/political/economic change
- Training/education/development

Strategies to promote effectiveness of community work may include:

- Evidence gathering
- Presentation in relevant forums and to key people

Strategies to develop and maintain quality performance may include:

- Appropriate utilisation of existing community structures and processes
- The development and maintenance of relevant industry and practice standards

Requirements for the development of performance and assessment strategies may include:

- Appeals mechanisms
- Appraisal/recognition of prior learning
- Assessment models/tools
- Curriculum/teaching/education provision
- Enterprise
- Individual
- Industry
- National
- Organisation
- Recognition/accreditation
- Research/publications/promotion/information
- Sector
- Use of existing standards

Unit Sector(s)

Not Applicable

CHCORG614C Manage a community sector organisation

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCORG614B Manage a community sector organisation	CHCORG614C Manage a community sector organisation	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to plan and monitor the development direction and changes of a complex organisation, range of programs or major program area

Application of the Unit

Application

The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Coordinate organisation planning

- 1.1 Identify appropriate *strategic alliances* and negotiate and maintain participation
- 1.2 Identify overall purpose and philosophy of the organisation and translate into a written or recorded set of aims and objectives which are clearly understood, measurable and attainable and evaluated as appropriate
- 1.3 Implement appropriate corporate planning processes that make best use of internal and external consultation processes
- 1.4 Implement appropriate corporate planning processes to ensure responsiveness to client needs
- 1.5 Undertake appropriate consultation with relevant people and agencies
- 1.6 Establish appropriate management structure and process to coordinate corporate planning, advise decision-makers and reflect principles and philosophy of the organisation
- 1.7 Analyse the way in which values and beliefs of workers and stakeholders may influence defined organisation purpose and philosophy and communicate to all relevant participants
- 1.8 Make resources available as appropriate to support the planning processes at all levels
- 1.9 Develop systems, processes and timeframes for all aspects and components of the planning process

ELEMENT**PERFORMANCE CRITERIA**

2. Design and implement the structures and process of the organisation
 - 2.1 Determine appropriate structure for the organisation to match organisation philosophy and purpose
 - 2.2 Develop, agree, implement and monitor lines of decision-making and accountability
 - 2.3 Prepare budgets in line with strategic plan and make allowance for all requirements and components of planning and implementation of programs and services
 - 2.4 Establish financial accountability systems which meet agreed organisation best practice provisions
 - 2.5 Ensure planning guidelines provide for inclusion of appropriate statutory, legislative and practice provisions
 - 2.6 Develop clear, fully documented planning guidelines and systems and make them accessible to all involved

3. Implement evaluation processes
 - 3.1 Hold appropriate consultations with stakeholders to examine issues and trends and advise decision-makers of outcomes as required
 - 3.2 Complete all required reporting in a timely way in accordance with organisation requirements
 - 3.3 Identify, develop and implement appropriate evaluation arrangements with representation from relevant stakeholder groups
 - 3.4 Prepare advice and provide to decision-makers within the negotiated format and timeframe

4. Enable organisation to meet legal requirements
 - 4.1 Implement mechanisms to ensure relevant commonwealth, state and local government legal requirements are identified and adhered to
 - 4.2 Regularly update information about current legal requirements and if appropriate, develop proposals to modify organisation policy and procedures

ELEMENT**PERFORMANCE CRITERIA**

5. Establish the profile of the organisation and market its services
- 5.1 Use formal and informal networks as channels to communicate the organisation's activities and achievements
- 5.2 Use a range of communication media and activities to convey information about activities and achievements of the organisation to encourage support and interest
- 5.3 Seek and utilise opportunities to promote the organisation through media, government and the community
- 5.4 Display confidentiality and sensitivity in details, content and extent of public comment on organisation's activities
6. Give direction for the effective management of the organisation
- 6.1 When required, develop and articulate policies and procedures for the employment role of the organisation and monitor their implementation
- 6.2 Promptly address problems in implementing defined procedures to ensure resolution
- 6.3 Prepare reports to comprehensively and accurately describe organisation's activities and achievements and present to relevant stakeholders and management, as required
- 6.4 When required, facilitate processes of management and/or board meetings to ensure effective and informed deliberations and decision-making
- 6.5 Identify and implement mechanisms for effective coordination of activities and services

ELEMENT7. Manage *changes in the organisation***PERFORMANCE CRITERIA**

- 7.1 Identify policy, social, political and economic trends and assess their potential impact on the organisation
- 7.2 Assess and revise management and work practices relative to social, political and economic trends and impacts
- 7.3 Define and monitor *indicators for change* within the organisation
- 7.4 Identify and promote opportunities for positive change and undertake appropriate work to maximise support from staff, clients and stakeholders

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Best practice including:
 - accountability
 - administrative systems and principles
 - consumer focus
 - current information technology and programs relevant to the organisation or industry
 - enterprise agreements
 - information management policies, practices and systems in the community sector
 - management systems and principles
 - management of sustainability
 - performance monitoring and review
 - performance standards
 - service quality development
 - training and skills development and recognition
- Statutory and legislative requirements including:
 - corporate affairs/incorporation/Australian Securities Commission
 - equal employment opportunities principles and practice
 - funding/service contracts/agreements
 - industrial relations/enterprise contracts
 - non discrimination
 - work health and safety (WHS)
 - taxation

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Coordinate the use of relevant information technology effectively to address organisation requirements in line with work health and safety (WHS) guidelines
- Design strategies to involve and communicate with all major stakeholders
- Develop strategies for adapting organisation to changes
- Manage organisation change

- Undertake strategic planning
- Use information technology and software programs as required by the workplace

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - strategic thinking
 - decision-making
 - environmental scanning
 - analysis/evaluation
 - facilitation
 - high level liaison
 - high level oral and written communication
- Apply principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
This may include the use of languages other than English and alternative communication systems
- It is recommended that assessment take place on more than one occasion to enable all aspects of managing a service organisation to be assessed

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resource requirements for assessment of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
- Method of assessment:*
- Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Strategies for the development of policies, practices and standards may include:*
- Change management
 - Organisation development

- Indicators for change include:*
- Change in government policies and associated change in organisation focus
 - Level of commitment to organisation's aims and objectives
 - Management committee
 - Organisation executive management turnover
 - Relationship with external agencies
 - Staff
 - User involvement
- Communication designed to promote the organisation include:*
- Brochures
 - Fliers and other written advertisements
 - Letters
 - Poster and other artwork and audiovisual advertisements
 - Verbal presentations
- Changes in the organisation may be related to:*
- Changing service users
 - Different levels of funding
 - Employment and work practices
 - External policy change
 - Legislative change
 - Management decision-making processes
 - Membership changes
 - Nature and focus of service, programs and activities
 - New buildings and other resources
 - Staff requirements
 - Technological change

- Strategic alliances will include:*
- Business leaders
 - Community leaders
 - Funding agencies
 - Industry networks
 - Key government officers
 - Key public policy and decision-makers
 - Media
 - Ministerial advisers and staff
 - Ministerial advisory committees
 - Other key agencies/organisations
 - Political parties and committees
 - Professional associations
 - Social/economic/political researchers, analysts and advisers
 - Special interest groups
 - Specialist services

- Information management may relate, for example, to:*
- Establishment and maintenance of policies, procedures and systems to ensure security of information where required to address legislative requirements, such as privacy / confidentiality and WHS
 - Establishment and maintenance of policies, procedures and systems to support collection and recording of information required for a range of purposes, such as:
 - business analysis, planning and ongoing management
 - quality assurance, accreditation and/or audit purposes
 - sales and marketing
 - organisation review and evaluation processes
 - Maintenance of up-to-date client and network database information

Unit Sector(s)

Not Applicable

CHCORG506E Coordinate the work environment

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCORG506D Coordinate the work environment	CHCORG506E Coordinate the work environment	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to undertake supervisory and coordinating activities in work groups in community service organisations

Application of the Unit

Application

The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Contribute to and promote effective work practices

1.1 Routinely identify and implement effective ways of working to sustain ongoing health and morale

1.2 Develop and implement work plans to ensure:

- client needs are addressed
- desired outcomes are achieved
- objectives are met
- agreed timeframes are met
- compliance with relevant guidelines and procedures
- contingencies are managed
- duty of care responsibilities are met
- ethical and non discriminatory practices
- the work of the organisation is promoted

1.3 Develop and implement strategies in consultation with appropriate people to maximise work performance and outcomes, including addressing barriers and constraints

1.4 Where relevant to work role, implement effective measures to ensure new and existing staff:

- are fully informed of what is expected of them
- are provided with appropriate orientation, induction and development opportunities
- contribute to ongoing review of workplace practices
- have written workplans which are regularly reviewed

1.5 Make every effort to implement processes and practices that promote cooperative work practices and maintain positive relationships with staff and management

1.6 Take responsibility for own behaviour and identify and implement ways to develop effective working relationships

ELEMENT	PERFORMANCE CRITERIA
2. Promote effective workplace relations	<p>2.1 Model and promote effective communication in the workplace, including open discussion and active listening</p> <p>2.2 Identify potential and actual conflict situations, and develop and implement appropriate strategies to deal with these, to minimise effects on the workplace and address rights and responsibilities of all parties</p> <p>2.3 Throughout conflict resolution processes, ensure access to appropriate support, mediation, facilitation and debriefing for parties within organisation constraints</p> <p>2.4 Make every effort to resolve issues which may disrupt work unit activities</p>
3. Facilitate work group activities	<p>3.1 When conducting meetings, clarify purpose, agree procedures, negotiate roles and responsibilities, adhere to agreed timeframes and maintain equality of participation and input by group members</p> <p>3.2 Seek feedback on operation of group processes, encourage suggestions for change and implement appropriate action</p> <p>3.3 Provide feedback in a supportive manner appropriate to individuals and the group</p>

ELEMENT	PERFORMANCE CRITERIA
4. Develop and implement staffing processes as required	<p>4.1 Maintain confidentiality in relation to staff processes according to organisation policy and to protect individuals</p> <p>4.2 Plan appropriately to identify areas of need and develop proposals to address them, including arranging resourcing and staffing</p> <p>4.3 Participate in recruitment processes as required</p> <p>4.4 If staff performance is unsatisfactory, provide counselling and support to improve performance</p> <p>4.5 Address staff performance issues as required in accordance with organisation's procedures</p> <p>4.6 Encourage and facilitate staff access to appropriate training to enable the achievement of outcomes in the workplace and organisation</p>
5. Advocate for workplace health and safety and fair employment practices	<p>5.1 Make staff and management aware of Commonwealth and State legislation and organisation guidelines relating to occupational health and safety (OHS), equal employment opportunities and anti-discrimination in the workplace and promote and model compliant practices</p> <p>5.2 Negotiate, develop and implement work practices within the above legislative and organisation guidelines</p> <p>5.3 Document and communicate individual workers rights and obligations in a manner and language that can be clearly understood by relevant parties</p> <p>5.4 Where there are breaches of relevant workplace legislation, take timely and appropriate action according to level of responsibility in the organisation</p>

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Effective team management
- Legislation relevant to organisation and work carried out
- Organisation mission, philosophy, organisation structure, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop effective working relationships with all staff
- Establish effective procedures to maximise staff work performance
- Use positive communication with all staff

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - effective workplace communication
 - organisation policies and procedures
 - relevant industrial relations conditions, requirements and awards
 - broad implications of relevant legislation
 - legal, health and safety requirements as they relate to the organisation
 - computer hardware and software technology, as required by the workplace
 - recruitment techniques
 - basic contract management
- Coordinate the use of relevant information technology effectively in line with work health and safety (WHS) guidelines
- Coordinate processes to recognise and address environmental responsibility and sustainable practice issues

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

- Critical aspects for assessment and evidence required to demonstrate this unit of competency:*
- The individual being assessed must provide evidence of specified essential knowledge as well as skills
 - It is recommended that this unit be principally assessed in the workplace
- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resource requirements for assessment of this unit include access to an appropriate workplace where assessment can be conducted
- Method of assessment:*
- Assessment may include observations, questioning and evidence gathered from the workplace
 - Assessment should be gathered principally from material drawn from workplace or from work experience in a relevant simulation

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Staffing requirements may cover the following staff:*
- Full time/part time
 - Paid/unpaid
 - Permanent/casual
 - Secondments and work exchanges
 - Temporary/contract
 - Trainees

- Staffing proposals will include:*
- Delegations, accountability
 - Hours of work
 - Implications for the organisation
 - Outcomes and performance requirements
 - Resources costs, equipment, office space, furniture, travel
 - Salary conditions
 - Skills, education, experience
 - Supervision
 - Team members
 - Terms of engagement

Organisation policies and procedures will relate to:

- Accountability
- Accounting of income and expenditure
- Administrative processes
- Career development and progression
- Case Management Society of Australia national standards
- Contracts
- Employment conditions
- Grievance, complaints and discipline processes
- Induction
- Management and decision-making processes
- Monitoring
- WHS
- Recruitment and employment practices
- Recruitment and termination practices
- Rosters
- Training and development practices
- Use of equipment and venue

Management may be by:

- Board of management
- Collective
- Government program or unit director
- Project management committee
- Voluntary community management committee

Unit Sector(s)

Not Applicable

CHCINF407D Meet information needs of the community

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work with the community and individuals to identify and address their information needs

Application of the Unit

Application

This unit may apply to work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Identify information requirements

PERFORMANCE CRITERIA

- 1.1 Employ appropriate mechanisms to identify information requirements of the *community* and specific groups
- 1.2 Collect and maintain current, accurate and comprehensive information on a range of relevant issues/services for the group to ensure information needs will be met
- 1.3 Identify gaps or inadequacies in the information base and implement strategies to address them

ELEMENT**2. Address information requirements****PERFORMANCE CRITERIA**

- 2.1 Where possible, access existing information sources to meet individual/community needs
- 2.2 Routinely evaluate adequacy of existing information sources and materials to meet needs
- 2.3 Where new information materials need to be developed, explore options in consultation with users and stakeholders
- 2.4 In planning development of new information/ materials, address all aspects of implementation including:
 - content, structure and relevance
 - financial, technological and staffing resourcing
 - staff training needs
- 2.5 Implement strategies to continuously improve effectiveness of information materials and systems

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

It is critical that the candidate demonstrate knowledge of:

- A range of systems that can be used to obtain information
- A range of systems that can be used to store and record information

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role, such as knowledge of:

- Basic project management
- Preparation, editing, publishing materials/information

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Assess information needs of community and/or specific group, analyse current capacity for them to be met and determine requirements for new materials
- Use and maintain a range of information storage systems

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - literacy adequate to handle and prepare complex written information
 - use of relevant information system
- Identify and promote the importance of using opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Consistency in performance should consider requirements of relevant information systems

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Community may include:

- A geographic region
- Current users of the organisation's services
- New target groups
- Special interest groups
- Students and researchers
- Users referred by other organisations
- Workers in other organisations

Information systems may refer to:

- Electronic networking
- Informal and formal arrangements with government departments and non government organisations to obtain information
- Material produced and provided by and about other organisations and services
- Media
- Subscriptions to publications
- The range of different systems across sectors

Financial and technological resources required for system may include:

- Directories and databases, manual and electronic
- Manual and computerised filing software and hardware
- Systems operated within the organisation
- Systems operating in other organisations

Unit Sector(s)

Not Applicable

BSBSUS501A Develop workplace policy and procedures for sustainability

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to develop and implement a workplace sustainability policy, including the modification of the policy to suit changed circumstances.</p> <p>This unit requires the ability to access industry information, applicable legislative and occupational health and safety (OHS) guidelines.</p> <p>While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.</p>
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Application of the Unit

Application of the unit	<p>This unit addresses the knowledge, processes and techniques necessary to develop approaches to sustainability within workplaces, including the development and implementation of policy.</p> <p>This unit applies to people with managerial responsibility who undertake work developing approaches to create strategies within workplaces, including the development and implementation of policy and includes:</p> <ul style="list-style-type: none"> • communicating with relevant stakeholders • developing and monitoring policies • reviewing and improving policies. <p>A person who demonstrates competence in this unit must be able to provide evidence of the ability to develop and implement integrated sustainability policies and procedures within an enterprise. The review of the policy after implementation will also need to be evidenced.</p> <p>The context of the unit applies to all sectors of the business industry; it may be applied to all sections of an organisation, including the office, the factory floor, or work area. With such a broad application, the unit will need to be contextualised as it is applied across an organisation and across different industry sectors.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop workplace sustainability policy	1.1. Define <i>scope</i> of sustainability policy 1.2. Gather information from a range of <i>sources</i> to plan and develop policy 1.3. Identify and consult <i>stakeholders</i> as a key component of the policy development process 1.4. Include appropriate <i>strategies</i> in policy at all stages of work for minimising resource use, reducing toxic material and hazardous chemical use, and employing life cycle management approaches 1.5. Make recommendations for policy options based on likely effectiveness, timeframes and cost 1.6. Develop policy that reflects the organisation's commitment to sustainability as an integral part of business planning and as a business opportunity 1.7. Agree to appropriate methods of implementation
2. Communicate workplace sustainability policy	2.1. Promote workplace sustainability policy, including its expected outcome to key stakeholders 2.2. Inform those involved in implementing the policy as to outcomes expected, activities to be undertaken and responsibilities assigned
3. Implement workplace sustainability policy	3.1. Develop and communicate procedures to help implement workplace sustainability policy 3.2. Implement strategies for continuous improvement in resource efficiency 3.3. Establish and assign responsibility to use recording systems for tracking continuous improvements in sustainability approaches
4. Review workplace sustainability policy implementation	4.1. Document outcomes and provide feedback to key personnel and stakeholders 4.2. Investigate successes or otherwise of policy 4.3. Monitor records to identify trends that may require remedial action and use to promote continuous improvement of performance 4.4. Modify policy and or procedures as required to ensure improvements are made

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to adjust communication to suit different audiences; to respond effectively to diversity; to work as a member of a team to consult on and validate policy
- literacy skills to read and evaluate complex and formal documents such as policy and legislation
- problem skills to effectively manage different points of view and dissenting stakeholders
- research, analytical and writing skills to research, analyse and present information; to prepare written reports requiring precision of expression and language and structures suited to the intended audience

Required knowledge

- best practice approaches relevant to own work area
- environmental or sustainability legislation, regulations and codes of practice applicable to industry and organisation
- equal employment opportunity, equity and diversity principles and occupational health and safety implications of policy being developed
- policy development processes and practices
- principles, practices and available tools and techniques of sustainability management relevant to the particular industry context
- quality assurance systems relevant to own organisation
- relevant industry competency
- relevant organisational policies, procedures and protocols
- relevant systems and procedures to aid in the achievement of workplace sustainability

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- candidate's involvement as a key person in planning, developing and implementing organisational policy and that the developed policy complies with legislative requirements
- implementation strategy, as part of the policy, that has been devised, implemented and reviewed showing a measurable improvement utilising the chosen benchmark indicators
- communicating with stakeholders to discuss possible approaches to policy development and implementation, and contributing to the resolution of disputes among stakeholders
- developing and monitoring policies for analysing data on enterprise resource consumption
- using software systems for recording and filing documentation for measurement of current usage and using word processing and other basic software for interpreting charts, flowcharts, graphs and other visual data and information
- reviewing and improving policies by identifying improvements and benchmarking against industry best practice and attempting new approaches continuously over time.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to relevant legislation/standards/guidelines
- access to a range of workplace documentation and personnel, information and resources (such as compliance obligations, organisational plans, work responsibilities)
- access to reports from other parties involved in the development and implementation of policy
- evidence is collected over time, involving both

EVIDENCE GUIDE	
	<p>formative and summative assessment</p> <ul style="list-style-type: none"> evidence is relevant to the particular workplace role, including work area, equipment, systems, and documentation.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence and third party workplace reports of on the job performance by the candidate response to case studies review of policy developed and procedural documentation outlining the approach taken review of implementation strategy, plans and work plans analysis of methods used to involve stakeholders in policy development, implementation and review analysis of inefficiencies or opportunities for improvements identified in the workplace evaluation of participation in sustainability work practices and programs such as an environmental management framework observation over time in relation to review of work area relating to policy and procedures being developed to assess measurement of resources used, hazards and compliance.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> BSBATSIM419A Contribute to the development and implementation of organisational policies BSBHRM506A Manage recruitment, selection and induction processes BSBHRM602B Manage human resources strategic planning BSBINN502A Build and sustain an innovative work environment BSBMGT515A Manage operational plan BSBMGT516C Facilitate continuous improvement BSBMGT608C Manage innovation and continuous improvement BSBMGT616A Develop and implement strategic

EVIDENCE GUIDE	
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| | <p>plans</p> <ul style="list-style-type: none">• BSBMGT617A Develop and implement a business plan• BSBRSK501A Manage risk. |
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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Scope of workplace sustainability policy may include:

- addressing sustainability initiatives through reference to standards, guidelines and approaches such as:
 - ecological foot printing
 - Energy Efficiency Opportunities Bill 20051
 - Global Reporting Initiative
 - green office program
 - green purchasing
 - Greenhouse Challenge Plus (Australian government initiative)
 - ISO 14001:1996 Environmental management systems life cycle analyses
 - life cycle analyses
 - product stewardship
 - supply chain management
 - sustainability covenants/compacts
 - triple bottom line reporting
- integrated approach to sustainability which includes environmental, economic and social aspects, or a specific approach that focuses on each aspect individually
- investigating particular business and market context of the industry/organisation
- meeting relevant laws, by laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act):
 - international
 - commonwealth
 - state/territory
 - industry

RANGE STATEMENT	
	<ul style="list-style-type: none"> • organisation • parts of the organisation to which it is to apply, including whether it is for the whole organisation, one site, one work area or a combination of these.
<i>Sources</i> may include:	<ul style="list-style-type: none"> • regulatory sources • relevant personnel • organisational specifications.
<i>Stakeholders</i> may include:	<ul style="list-style-type: none"> • individuals and groups both inside and outside the organisation who have some direct interest in the organisation's conduct, actions, products and services, including: <ul style="list-style-type: none"> • customers • employees at all levels of the organisation • government • investors • local community • other organisations • regulators • suppliers • key personnel within the organisation and specialists outside the organisation who may have particular technical expertise.
<i>Strategies</i> may include:	<ul style="list-style-type: none"> • promotional activities • raising awareness among stakeholders • training staff in sustainability principles and techniques.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Industry Capability - Sustainability
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Co-requisite units

Co-requisite units		

BSBLED401A Develop teams and individuals

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to determine individual and team development needs and to facilitate the development of the workgroup.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals with a broad knowledge of learning and development who apply their skills in addressing development needs to meet team objectives. They may have responsibility to provide guidance or to delegate aspects of tasks to others.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine development needs	<p>1.1. Systematically identify and implement <i>learning and development needs</i> in line with <i>organisational requirements</i></p> <p>1.2. Ensure that a learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented</p> <p>1.3. Encourage individuals to self-evaluate performance and identify areas for improvement</p> <p>1.4. Collect <i>feedback on performance</i> of team members from relevant sources and compare with established team learning needs</p>
2. Develop individuals and teams	<p>2.1. Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the industry</p> <p>2.2. Ensure that <i>learning delivery methods</i> are appropriate to the learning goals, the learning style of participants, and availability of <i>equipment and resources</i></p> <p>2.3. Provide workplace learning opportunities, and <i>coaching and mentoring assistance</i> to facilitate individual and team achievement of competencies</p> <p>2.4. Create development opportunities that incorporates a range of activities and support materials appropriate to the achievement of identified competencies</p> <p>2.5. Identify and approve resources and time lines required for learning activities in accordance with organisational requirements</p>
3. Monitor and evaluate workplace learning	<p>3.1. Use feedback from individuals or teams to identify and implement improvements in future learning arrangements</p> <p>3.2. Assess and record outcomes and performance of individuals/teams to determine the effectiveness of development programs and the extent of additional development support</p> <p>3.3. Negotiate modifications to learning plans to improve the efficiency and effectiveness of learning</p> <p>3.4. Document and maintain records and reports of competency according to organisational requirements</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to receive and report on feedback, to maintain effective relationships and to manage conflict
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- leadership skills to gain trust and confidence of clients and colleagues
- literacy skills to read, write and understand a variety of texts; and to edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- negotiation skills to achieve mutually acceptable outcomes
- technology skills to support effective communication and presentation.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety (OHS)
- facilitation techniques to encourage team development and improvement
- organisational policies, plans and procedures
- career paths and competency standards relevant to the industry.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • identifying and implementing learning opportunities for others • giving and receiving feedback from team members to encourage participation in and effectiveness of team • creating learning plans to match skill needs • knowledge of relevant legislation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of learning and development plans, policies and procedures • examples of documents relating to diversity policies and procedures.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • oral or written questioning to assess knowledge of career paths and competency standards relevant to the industry • review of records and reports of competency.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • management units • other learning and development units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Learning and development needs</i> may include:</p>	<ul style="list-style-type: none"> • career planning/development • coaching, mentoring and/or supervision • formal/informal learning programs • internal/external training provision • performance appraisals • personal study • recognition of current competence/skills recognition • work experience/exchange/opportunities • workplace skills assessment
<p><i>Organisational requirements</i> may include:</p>	<ul style="list-style-type: none"> • access and equity principles and practices • anti-discrimination and related policy • business and performance plans • confidentiality and security requirements • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals
<p><i>Feedback on performance</i> may include:</p>	<ul style="list-style-type: none"> • formal/informal performance appraisals • obtaining feedback from clients • obtaining feedback from supervisors and colleagues • personal, reflective behaviour strategies • routine organisational methods for monitoring service delivery
<p><i>Learning delivery methods</i> may include:</p>	<ul style="list-style-type: none"> • conference and seminar attendance • formal course participation • induction

RANGE STATEMENT	
	<ul style="list-style-type: none"> • involvement in professional networks • on-the-job coaching or mentoring • presentations/demonstrations • problem-solving • work experience
<i>Equipment and resources</i> may include:	<ul style="list-style-type: none"> • facilities • funding • guest speakers • technological tools and equipment • time • training equipment such as whiteboards and audio-visual equipment
<i>Coaching and mentoring assistance</i> may include:	<ul style="list-style-type: none"> • fair and ethical practice • non-discriminatory processes and activities • presenting and promoting a positive image of the collective group • problem-solving • providing encouragement • providing feedback to another team member • respecting the contribution of all participants and giving credit for achievements

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Workforce Development - Learning and Development
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Co-requisite units

Co-requisite units		

BSBINN502A Build and sustain an innovative work environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to create an environment that enables and supports the application of innovative practice.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals working in leadership or management roles in any industry or community context. The individual could be employed by the organisation, but may also be an external contractor, the leader of a cross organisation team or of a self formed team of individuals. The work group could be permanent or temporary in nature.</p> <p>The unit focuses on the skills and knowledge required to develop and implement a holistic approach to the integration of innovation across all areas of work practice. It also acknowledges the importance of wider contextual evaluation for potential innovations to ensure their value and benefit.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Lead innovation by example	1.1. Make innovation an integral part of <i>leadership and management activities</i> 1.2. Demonstrate positive reception of ideas from others and provide constructive advice 1.3. Establish and maintain relationships based on mutual respect and trust 1.4. Take considered <i>risks</i> to open up opportunities for innovation 1.5. Regularly evaluate own approaches for consistency with the wider organisational or project context
2. Establish work practices that support innovation	2.1. Consult on and establish <i>working conditions</i> that reflect and encourage innovative practice 2.2. Introduce and maintain <i>workplace procedures</i> that foster innovation and allow for rigorous <i>evaluation of innovative ideas</i> 2.3. Facilitate and participate in <i>collaborative work arrangements</i> to foster innovation 2.4. Build and lead teams to work in <i>ways that maximise opportunities for innovation</i>
3. Promote innovation	3.1. Acknowledge suggestions, improvements and innovations from all colleagues 3.2. Find appropriate <i>ways of celebrating and promoting innovation</i> 3.3. Promote and reinforce the value of innovation according to the vision and objectives of the organisation or project 3.4. Promote and support the evaluation of innovative ideas within the wider organisational or project context
4. Create a physical environment which supports innovation	4.1. Evaluate the <i>impact of the physical environment</i> in relation to innovation 4.2. Collaborate with colleagues about ideas for enhancing the physical work environment before taking action 4.3. Consider potential for supporting innovation when selecting physical resources and equipment 4.4. Design, fit-out and decorate workspaces to encourage creative mindsets, collaborative working and the development of positive workplace relationships

ELEMENT	PERFORMANCE CRITERIA
5. Provide learning opportunities	5.1. Pro-actively share relevant information, knowledge and skills with colleagues 5.2. Provide or encourage <i>formal and informal learning opportunities</i> to help develop the skills needed for innovation 5.3. Create opportunities in which individuals can learn from the experience of others

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication, consultation and negotiation skills to model and lead, open and collaborative relationships
- comprehension skills to interpret and develop information that may deal with complex ideas and relate to issues both within and outside a given workplace context
- planning and organisational skills to implement wide-ranging practical processes and procedures that support innovation
- problem-solving skills to assess and respond to challenges and risks around innovation at an operational management level
- self-management and learning skills to evaluate and enhance personal effectiveness, and to promote a culture of ongoing learning and development.

Required knowledge

- benefits of providing coaching and learning opportunities in relation to innovation
- concept of innovation, what it is and what it means for different people either working independently or within an organisation
- context for innovation in the relevant workplace context including core business values, overall objectives, broader environmental context and the need to ensure the value and benefit of innovative ideas and projects
- different ways of rewarding performance
- factors and tools that can motivate individuals to use creative thinking and apply innovative work practices
- legislative framework that impacts on operations in the relevant workplace context
- management principles and leadership styles, including the impact of different approaches on innovation
- typical challenges and barriers to innovation within teams and organisations, and ways of overcoming these
- ways in which workplace climate can affect individual attitudes and performance.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> establishment of procedures and practices (for a project or a workplace) which support and foster innovative work practice and include sound evaluation processes modelling of behaviour that supports innovative work practice knowledge and understanding of the role of leaders and managers in encouraging innovation, and the issues and challenges associated with building and sustaining an innovative work environment.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> involvement of a team for which the candidate provides leadership and guidance.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate evaluation of outcomes and processes from activities managed by the candidate, particularly in relation to how innovation and innovative practice was encouraged and supported oral or written questioning to assess knowledge of ways that innovation can be fostered and the typical challenges and barriers to innovation.
Guidance information for assessment	<p>Innovation does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is highly recommended.</p>

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Leadership and management activities</i> may include:</p>	<ul style="list-style-type: none"> • people management practices • planning processes • regular management meetings • review processes
<p><i>Risks</i> may include:</p>	<ul style="list-style-type: none"> • budgetary issues • challenging changes in relationships, work practices and general workplace climate • unforeseen impacts of innovative ideas
<p><i>Working conditions</i> may include:</p>	<ul style="list-style-type: none"> • family-friendly leave entitlements • flexible working hours • social leave • study leave • time provided for coming up with ideas
<p><i>Workplace procedures</i> may relate to:</p>	<ul style="list-style-type: none"> • briefing processes • client relations • performance management • project management • staff meetings • training
<p><i>Evaluation of innovative ideas</i> may relate to:</p>	<ul style="list-style-type: none"> • analysing consistency with overall goals, values or vision • assessing resource requirements and practicalities • assessing the potential to find 'champions' or supporters • evaluating the external factors that may impact on the idea • exploring the implications of ideas that may stretch or change existing ways of doing things
<p><i>Collaborative work arrangements</i> might be:</p>	<ul style="list-style-type: none"> • cross section • vertical teams • within a section • working with supplier organisations or partner

RANGE STATEMENT	
	organisations
<i>Ways that maximise opportunities for innovation</i> may relate to:	<ul style="list-style-type: none"> • collaborating • collecting data • creative thinking • future scanning • getting feedback • making suggestions • networking
<i>Ways of celebrating and promoting innovation</i> may include:	<ul style="list-style-type: none"> • congratulating the project team • ensuring management acknowledgment • providing a newsletter story about the idea • using the idea to help foster other ideas • well-planned group incentive schemes
<i>Impact of the physical environment</i> may relate to:	<ul style="list-style-type: none"> • eating areas • extent to which design or style links with declared philosophies or objectives • external areas • general ambience of the work environment • location of different people • presence and ambience of relaxation areas • style of décor • use of creative messages or images in the workplace • workspace design and décor • workstation arrangements and opportunities for interaction
<i>Formal and informal learning opportunities</i> may include:	<ul style="list-style-type: none"> • coaching • conferences • formal training courses/programs • information seminars • job rotation • mentoring • online learning

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Creativity and Innovation - Innovation
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Co-requisite units

Co-requisite units		

HLTWHS003 Maintain work health and safety

Modification History

Release	Comments
Release 1	<p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Updated to include relevant content from HLTWHS401A</p> <p>Revised scope of unit to reflect requirements of supervisor and/or line manager</p>

Application

This unit describes the skills and knowledge required to implement and monitor work health and safety (WHS) policies, procedures and work practices as part of a small work team. This unit applies to workers who have a key role in maintaining WHS in an organisation, including duty of care for other workers.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Contribute to workplace procedures for identifying hazards and controlling risks

1.1 Identify existing and potential hazards and record them according to workplace procedures

1.2 Contribute to the development of strategies for implementing risk controls in line with workplace procedures and policies

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

- | | |
|--|--|
| <p>2. Implement policies and procedures into work team processes</p> | <p>1.3 Implement risk controls in line with the hierarchy of risk control and workplace and legislative requirements</p> <p>1.4 Identify and report issues with risk controls, including residual risk, in line with workplace and legislative requirements</p> |
| <p>3. Support consultation, cooperation and communication</p> | <p>2.1 Regularly provide information about WHS policies and procedures to the work team</p> <p>2.2 Provide information about identified hazards and the outcomes of risk assessment and risk controls to the work team</p> <p>2.3 Monitor housekeeping practices to ensure that WHS policies and procedures are followed</p> <p>2.4 Maintain WHS incident records in the work area according to workplace procedures and legislative requirements</p> <p>3.1 Support workplace consultative procedures by encouraging work team participation in consultative activities</p> <p>3.2 Report health and safety issues in line with workplace procedures and legislative requirements</p> <p>3.3 Encourage and assist work team members to contribute to WHS</p> |

Foundation Skills

The Foundation Skills described those required skills (language, literacy and numeracy) that are essential to performance.

- *Written communication* – in order to complete a workplace risk assessment and complete a workplace incident report in line with regulatory guidelines and organisational policies
- *Oral communication* – in order to accurately present information to a small group of at least two participants

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit

Unit Mapping Information

Links

www.cshisc.com.au - <http://www.cshisc.com.au>

Assessment Requirements for HLTWHS003 Maintain work health and safety

Modification History

Release	Comments
Release 1	<p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Updated to include relevant content from HLTWHS401A</p> <p>Revised scope of unit to reflect requirements of supervisor and/or line manager</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory WHS regulations, relevant codes of practice and workplace procedures:

conducted a workplace risk assessment and recorded the results, including:

identification of hazards and potential hazards

risk assessment

strategies for minimising risk, and

analysis of residual risk

provided WHS information to at least two workers, including:

explanation of WHS policies and procedures

demonstration of safe housekeeping practices

correct use of personal protective equipment (PPE)

consistently monitored safety procedures in the day-to-day work activities required by the job role

completed a workplace incident report

followed workplace procedures for a simulated emergency situation

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- state/territory legislation and how it impacts on workplace regulations, codes of practice and industry standards, including:
 - state/territory WHS authorities
 - rights and responsibilities of persons conducting a business or undertaking (PCBUs), officers and workers, including duty of care
 - legislative requirements for record-keeping and reporting
 - regulatory requirements relevant to the particular industry/type of work site
 - hazardous manual tasks
 - infection control
- Hazards common to the work environment and how they cause harm
- principles of hazards and risk assessment, including:
 - hazard identification procedures
 - risk assessment process
 - residual risk
 - risk controls
 - hierarchy of control
 - workplace emergency procedures
 - workplace policies and procedures for WHS.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is unpractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:
current workplace policies and procedures for WHS.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes from the CS&HISC website - <http://www.cshisc.com.au>

HLTCSD306D Respond effectively to behaviours of concern

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTCSD306C Respond effectively to behaviours of concern	HLTCSD306D Respond effectively to behaviours of concern	Unit updated in V5 - Changed 'challenging behaviour' to 'behaviours of concern'

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to respond effectively to behaviours of concern in clients and others

These skills are associated with handling difficult incidents rather than managing ongoing behaviours

Application of the Unit

Application

The unit will be suitable for work roles such as Security Officers, Care Assistance Workers and others exposed to behaviours of concern

Application of this unit should be contextualised to reflect any requirements, issues and practices specific to each workplace

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Plan response

1.1 Identify appropriate response to potential instances of *behaviours of concern* in line with work role and organisation policies and procedures

1.2 Ensure *planned responses* to behaviours of concern maximise the availability of other appropriate staff and resources

1.3 Give priority to safety of self and others in responding to behaviours of concern

2. Apply response

2.1 Ensure response to instances of behaviours of concern reflect organisation policies and procedures

2.2 Seek assistance as required

2.3 Deal with difficult or challenging behaviour promptly, firmly and diplomatically in accordance with *organisation policy and procedure*

2.4 Use communication effectively to achieve the desired outcomes in responding to difficult or challenging behaviour

2.5 *Select* appropriate *strategies* to suit particular instances of difficult or challenging behaviour

ELEMENT**PERFORMANCE CRITERIA**

3. Report and review incidents

3.1 Report incidents according to organisation policies and procedures

3.2 Review incidents with appropriate staff and offer suggestions appropriate to area of responsibility

3.3 Access and participate in available debriefing mechanisms and associated support and/or development activities

3.4 Seek advice and assistance from legitimate sources as and when appropriate

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Client issues needing to be referred to an appropriate health professional
- OHS issues relating to difficult and challenging behaviour
- Organisation's reporting processes

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Effectively use techniques for monitoring own service area including client satisfaction
- Foresee and respond quickly and effectively to contingencies
- Identify when assistance is required
- Interpret and follow the instructions and guidance of health professionals involved with the care of client
- Maintain duty of care
- Maintain personal safety and the safety of others
- Monitor and/or maintain security equipment
- Remain alert to potential incidents of difficult or challenging behaviour
- Remain calm and positive in adversity
- Speak in a firm, diplomatic and culturally appropriate manner
- Think and respond quickly and strategically
- Use literacy skills in reading, writing and oral communication to fulfil job role in a safe manner and as specified by the organisation, including:
 - understand symbols used in OHS signs

REQUIRED SKILLS AND KNOWLEDGE

- read workplace safety pamphlets or procedure manuals and labels
- use appropriate verbal and non verbal communication styles
- ask questions
- provide clear information
- listen to and understand workplace instructions and clarify when necessary
- apply literacy skills as required in English or a community language.
- Use numeracy skills to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers
- Use problem solving skills to:
 - effectively utilise available resources
 - prioritise workload
- Work with others and display empathy with client and relatives

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace (simulating difficult or challenging behaviour) or in a simulated workplace and under the normal range of work conditions
- This unit can be assessed independently, but holistic assessment practice is encouraged with other related units of competency
- Assessment may be conducted on one occasion but should include a diverse range of sources of difficult and challenging behaviours, as may be expected in the workplace
- A diversity of assessment tasks is also essential for holistic assessment

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Planned responses may be based on:*
- Established organisation procedures
 - Knowledge of individual persons and underlying causes
 - Own ability and experience

RANGE STATEMENT

Difficult or challenging behaviours may include:

- Aggression
- Confusion or other cognitive impairment
- Intoxication
- Intrusive behaviour
- Manipulation
- Noisiness
- Self-destructive
- Verbal offensiveness
- Wandering

Strategies for dealing with challenging behaviours may include:

- Diversional activities
- Following established emergency response procedures
- Referring to appropriate personnel eg supervisor, security officer

Selection of strategies for dealing with challenging behaviours may be based on:

- Established procedures and guidelines
- Potential effect on different parties, clients, staff and others
- The nature of the incident

Organisation policies and procedures may include:

- Debriefing of staff involved in incident
- Incident reporting and documentation
- Operational guidelines for handling incidents and/or cases involving difficult and challenging behaviour

Unit Sector(s)

Not Applicable

CSCOFM304A Protect the safety and welfare of young offenders

Modification History

CSCOFM304A Release 2: Layout adjusted. No changes to content.
CSCOFM304A Release 1: Primary release.

Unit Descriptor

This unit of competency describes the outcomes required to ensure the protection of young people who are in detention as a result of court orders and who need special supervision.

Application of the Unit

This unit can be applied using a combination of training outcomes and performance in the workplace, with the principal evidence developed through performance in routine work functions in the workplace.

Customisation will be required to accommodate the different work sites and defined work role contexts in which this unit will be applied.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1 Assess the needs of young people in custody.</p>	<p>1.1 Check and confirm all factors relevant to <i>assessing the needs, risks</i> and circumstances of young people against a range of different sources.</p> <p>1.2 Identify and note immediate concerns and risk factors and report promptly.</p> <p>1.3 Prioritise concerns, risk factors and resources and notify specialist support and referral.</p> <p>1.4 Document issues about the welfare of the young person clearly, comprehensively and in the format required by the organisation.</p> <p>1.5 Refer concerns for consultation with family members and involve them in assessment of need where suitable and constructive.</p>
<p>2 Organise the care and protection of young people at risk.</p>	<p>2.1 Ensure that the <i>personal needs of young offenders</i> are provided for according to resources, <i>procedures</i> and priorities.</p> <p>2.2 Ensure that special needs and additional support are included in the design of support.</p> <p>2.3 Ensure that special needs are referred to specialist support according to referral protocols and procedures.</p> <p>2.4 Use special protective strategies based on the interests and needs of young offenders and the level of assessed risk.</p> <p>2.5 Identify a range of programs for individual young offenders and provide information and support to access recommended programs.</p> <p>2.6 Provide information about responsibilities, statutory mandates and consequences of options for the safety and protection of young offenders to key people and agencies.</p> <p>2.7 Comply with processes for monitoring and evaluating participation in programs and support provided by specialist services.</p> <p>2.8 Assess the implications for use of a <i>range of options</i> and incorporate in planning and negotiating with young offenders and their supporters.</p>

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- applying appropriate communication techniques to workplace situations
- assessing risks, special needs and developmental levels for young offenders
- checking and confirming with reliable sources inside and outside the organisation the accuracy and relevance of information
- analysing information for assessment of risks, special needs and significant changes
- taking responsibility for duty of care outcomes based on the degree of risk and the special needs of young offenders, including personal contact
- preserving the rights and responsibilities of young offenders and their safety and welfare
- making conclusions that are clearly based on available information
- clearly establishing expectations and boundaries in workplace relationships
- willingness to adapt to changes and new circumstances with flexibility
- openness to ideas of others
- using communication strategies to resolve problems and conflict
- providing supervision and care, based on assessed risk and justifiable degree of care and concern
- responding to emergencies.

Required knowledge:

- categories of risk identified in the organisation's risk management plans and relevant to the offender
- procedures and requirements for reporting risks and incidents involving young offenders
- legislation relevant to work role and responsibilities and service guidelines, such as:
 - reporting sexual and other abuse
 - responding to emergencies
 - reporting incidents
 - supervision and surveillance of offenders at risk
 - protective supervision of offenders at risk of harm
 - access to information and restriction of access
 - appropriate relationships with offenders
 - appropriate relationships with colleagues
 - rights and responsibilities of offenders
 - referral to specialist and support agencies
 - suicide prevention strategy

- special needs of offenders
- organisation's code of conduct, code of ethics and duty of care
- range of specialist support services and programs available to young offenders
- processes for getting advice and assistance when there are problems
- cultural practices that will have an impact on decisions made about what allowances are made and permission given
- impact of popular beliefs on values, attitudes and behaviour
- current issues facing young people
- context of criminal behaviour in young people
- social, political, historical and economic context of the response of the justice system to criminal behaviour in young people.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

The knowledge requirements of this unit may be assessed off the job, for example, in a structured learning process, and performance outcomes, which should be assessed ideally in the workplace in routine activities and in conjunction with other units with specific functional focus.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of employability skills as they relate to this unit.

Context of and specific resources for assessment

This unit should be assessed in the work environment and using evidence drawn from the routine application of work performance.

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual when working with young offenders
- copies of legislation, policies, procedures and guidelines relating to working with young offenders within the organisation
- case studies and workplace scenarios to capture the range of situations that may be encountered when working with young offenders
- access to appropriate learning and assessment support when required.

Method of assessment

The following assessment methods are suggested:

- observation of performance in routine workplace activities within a range of agreed responsibilities and in various work locations
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documents and reports produced as part of routine work activities
- third-party reports from experienced practitioners

- completion of performance feedback from supervisors and colleagues.

Guidance information for assessment

Assessment methods should reflect workplace demands, and any identified special needs of the candidate, including language and literacy implications and cultural factors that may affect responses to the questions.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Assessing the needs may be achieved by:

- case management
- referral to specialist teams and agencies
- special observation
- counselling
- reviewing history of breaches and disciplinary action
- involvement of family and social support
- medical referral
- peer support programs
- cultural programs
- program intervention.

Risks may refer to:

- death, including suicide
- self-harm
- physical injury
- assaulting and harming others
- illness
- physical, emotional and sexual abuse
- harassment and bullying
- accidents
- criminal actions
- risk taking
- social isolation
- depression
- family and personal trauma
- social and cultural alienation.

Personal needs of young offenders may be addressed by:

- preparing documentation for court processes
- obtaining a decision from a court process
- using communication techniques, such as:
 - active listening
 - reflective, summarising questions and statements
 - gaining agreement on actions
 - appropriate language and questioning techniques
- action planning
- setting boundaries for roles and actions
- demonstrating empathy and rapport building

- Procedures*** may refer to:
- conflict management
 - managing grief and change processes
 - negotiating agreement.
 - organisational policies, procedures and guidelines
 - federal, and state or territory legislation
 - program procedures and guidelines
 - court orders and conditions of sentencing.
- Range of options*** may include:
- case management
 - programmed intervention
 - classification and review
 - need and risk assessment
 - reporting and referring systems
 - protective care
 - routine and incident reports
 - review of sentence plan
 - investigations
 - dynamic security
 - security system.

Unit Sector(s)

Offender management.

Competency field

Not applicable.

Co-requisite units

Not applicable.

CHCCW402C Implement a case work strategy

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to implement an effective working relationship with clients under a case management framework

Application of the Unit

Application

This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Establish an appropriate *working relationship* with clients

PERFORMANCE CRITERIA

- 1.1 Routinely use effective strategies to ensure:
 - clients identify their needs and goals
 - individual and cultural differences are addressed
 - areas of resistance/conflict are identified and appropriately resolved
 - appropriate levels of consultation are implemented
 - the experience and life skills of the client are appropriately addressed
 - relevant information is collected
- 1.2 Implement processes to reach agreement on meeting procedures, consequences of actions and cooperative relationship
- 1.3 Clarify negotiable and non negotiable aspects of intervention
- 1.4 Define and maintain boundaries between client and worker, including roles, responsibilities and accountabilities, to ensure compliance with statutory requirements and duty of care responsibilities
- 1.5 Implement strategies to ensure all dealings with clients reflect appropriate expression of value systems and consideration of emotional impact of intervention

ELEMENT**PERFORMANCE CRITERIA****2. Promote preventative strategies**

2.1 Provide a full range of opportunities for clients to engage in identification of problems and solutions

2.2 Employ a range of strategies to assist clients to meet specific targets and to gain control over their lives

2.3 Identify, develop and initiate an appropriate range of opportunities in accordance with organisation policies and procedures and client needs

2.4 Encourage and monitor client progress and involvement in activities and take appropriate action to maximise individual skill development

3. Provide a specialist service to clients

3.1 Complete and maintain all appropriate documentation in accordance with organisation and statutory standards and requirements

3.2 Implement procedures to facilitate information sharing between key stakeholders

3.3 Ensure all dealings with the client/s reflect:

- accepted organisation standards of behaviour
- mutual respect
- commitment to information sharing and dissemination
- adherence to agreed plan
- sensitivity to cultural, family and individual differences
- ability to work with the client in the *context* of the family and broader community
- application of the organisation's philosophy
- compliance with statutory requirements and duty of care responsibilities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant policy, procedures and legislation
- Cultural protocols and systems
- Statutory requirements
- Group processes
- Appropriate social work theories
- Client worker relationships
- Range of services - programs available

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Facilitate exploration of issues
- Establish role definitions
- Identify and work constructively with conflict and resistance
- Monitor own positions and reactions
- Clarify differences in perception
- Undertake problem exploration within a pro active framework

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Devise and develop tasks to help clients understanding and problem solving efforts
- Demonstrate application of skills in:

REQUIRED SKILLS AND KNOWLEDGE

- working with conflict, resistance and levels of risk
- empathy, engagement and rapport building
- effective listening
- goal clarification
- communicating interest, respect and concern
- articulating clearly boundaries of own role
- recognising signs and triggers for dependency
- constructive use of personal and professional authority and influence to support or confront
- interpersonal relationship

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment of this unit include access to:
 - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
- Method of assessment:*
- Assessment may include observations, questioning or evidence gathered from the workplace

Range Statement

RANGE STATEMENT

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The contexts of working with clients include:

- Contact with a service on a voluntary or involuntary basis
- Contact with a statutory activity e.g. Notification, first juvenile offence
- Within an intervention
- Within a support activity or service

Working relationship will be within requirements established by:

- Commonwealth and state legislation
- International conventions relating to the rights of children and young persons
- Organisation policy and procedures
- Relevant program standards
- Organisation codes of conduct, ethics

Unit Sector(s)

Not Applicable

CHCAOD510B Work effectively with clients with complex alcohol and-or other drugs issues

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCAOD510A Work effectively with clients with complex alcohol and/or other drugs issues	CHCAOD510B Work effectively with clients with complex alcohol and-or other drugs issues	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Amended related unit HLTF311A and HLTF412A. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to provide a range of community services to meet the needs of clients who may have alcohol and other drugs (AOD) issues, which may be combined with other issues

It also covers the review of client progress and evaluation of all work undertaken with clients

Application of the Unit

Application

This unit applies to those working with clients with AOD issues in the delivery of community services

Service delivery may take place in a range of settings

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Provide services to meet client needs
 - 1.1 Establish *strategies to develop effective working relationships* with clients to enable the delivery of *targeted services*
 - 1.2 Negotiate goals and action plans with the client and document in accordance with organisation procedures
 - 1.3 Carry out early or short-term programs with clients as appropriate
 - 1.4 Negotiate comprehensive and longer care programs with the client as appropriate
 - 1.5 Put in place arrangements to meet the specific needs of clients
 - 1.6 Provide client with relevant and current information on alcohol and other drugs and related issues and discuss
 - 1.7 Provide assistance with daily living as appropriate and in accordance with organisation policies and procedures and service guidelines
 - 1.8 Provide immediate help or referral for critical incidents arising from client's alcohol and other drugs use
 - 1.9 Identify relevant work health and safety (WHS), legal, ethical and duty of care considerations and incorporate in service delivery.
 - 1.10 Plan and implement *relapse prevention strategies*
 - 1.11 Assist clients with strategies and actions to reduce drug related harm to themselves
 - 1.12 Make referrals to relevant agencies that can assist clients to address other specific needs

2. Plan and implement harm minimisation and relapse prevention strategies
 - 2.1 Plan and implement relapse prevention strategies
 - 2.2 Assist clients with strategies and actions to prevent and/or reduce drug related harm to themselves and others
 - 2.3 Assist client to identify indicators of possible relapse

ELEMENT

PERFORMANCE CRITERIA

3. Provide support for additional needs
- 3.1 Determine *additional client issues* likely to have an influence on treatment and rehabilitation
 - 3.2 Determine *additional service and support needs*
 - 3.3 Identify client issues that are outside the scope of the service and/or the scope of the worker
 - 3.4 Inform the client of possible options
 - 3.5 Inform the client of the reasons for seeking other service and support options
 - 3.6 Confirm the client's understanding of options
 - 3.7 Work with the client to determine referral options and responsibilities
 - 3.8 Where appropriate, make referral with client consent and within organisation policy and procedures
 - 3.9 Work with the client to determine case management requirements
4. *Review* client progress
- 4.1 Implement processes to ensure client's progress is regularly reviewed against negotiated goals and action plans
 - 4.2 Monitor, record and report progress against the plan of care according to organisation guidelines
 - 4.3 Negotiate revised action plans and timelines and write into the plan of care as needed
 - 4.4 Negotiate *client exit* from the program with the client and provide support in accordance with organisation policies and available resources
 - 4.5 Review *outcomes* of client work with supervisor and /or colleagues in accordance with organisation policies and procedures

ELEMENT

5. Evaluate work undertaken with clients

PERFORMANCE CRITERIA

5.1 Review *outcomes of client work against care plan* goals and document in accordance with organisation policies and procedures

5.2 Discuss *outcomes* with clients and appropriate persons inside or outside the organisation and document in accordance with organisation policies and procedures

5.3 Put in place processes to ensure feedback from supervisors, clients and other workers and reflection on own practices are incorporated in work activities and services provided

5.4 Identify professional development needs and options and access to ensure ongoing competence

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legal and organisation knowledge, including:
 - legal and organisation requirements for client registration, allocation and referral
 - organisation policies on reporting and confidentiality
 - organisation policies and procedures for documenting work with clients
 - understanding agency role, agency target group and the impacts on the local community
 - range of alcohol and other drugs specific treatment intervention options including detoxification, inpatient treatment programs, outpatient treatment services, and brief interventions
- Effects of alcohol and other drugs use, including:
 - signs and symptoms of medical risk associated with alcohol and other drugs use
 - stages and symptoms of alcohol and other drugs withdrawal
 - basic health issues relating to alcohol and/or other drugs use - e.g. malnutrition, blood borne diseases, skin infestations, effects of drug use on health, cognitive, social, emotional development and impact on others
 - basic pharmacology - types of drugs; dose levels; effects of specific drugs; tolerance; treatment approaches broadly
 - the effects of alcohol related brain injury
 - consequences and effects of drug substitution/replacement
 - effects of prescribed drugs on the use of other drugs
 - patterns of drug use in Australia and the local community
 - range of use and use scenarios e.g. lifestyle context of illegal drug use
- Complexity of poly drug use, including:
 - medical
 - physiological
 - knowledge
- Indicators of other issues, including:
 - mental health issues

REQUIRED SKILLS AND KNOWLEDGE

- homelessness
- financial issues
- domestic issues
- employment issues
- disability issues
- gender identification issues
- post traumatic stress disorder - Vietnam veteran
- children of Vietnam veteran

continued ...

Essential knowledge (contd):

- Legal issues, including:
 - legal status of drugs
 - legal issues surrounding alcohol and other drugs use
- Policy issues, including:
 - public health model - interaction of impact of drugs, individual and the environment
 - harm minimisation including a range of approaches: prevention, early intervention, abstinence, specialist treatment, supply control and safer drug use
- Working with clients, including:
 - common relapse precipitants
 - a range of strategies for working with clients
 - strategies to promote participation in programs
 - range of cultural contexts - lifestyle, set of beliefs, customs
 - client empowerment/disempowerment
 - rights of workers and clients
 - different lifestyles
 - self-esteem, abuse issues, self-awareness, own biases, ethical obligations re: helping relationships
 - types of counselling e.g. motivational interviewing, brief and intensive intervention, relapse prevention
 - medical approaches to treatment for drug use
 - nature and approaches of therapeutic communities
 - protocols around use of interpreters
 - person-centred approach
 - case management principles
- Working with clients at risk of self-harm, including:
 - suicidal or self-harming behaviour, ideation or intention

REQUIRED SKILLS AND KNOWLEDGE

- no-suicide contracts and other protective strategies
- links between predisposing factors for self-harm, drug use and mental health problems
- legal and ethical obligations regarding clients at risk of self-harm or with mental illnesses

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Where jurisdiction and job role mandate, demonstrate first aid certification or equivalent skills (as per unit *HLTFA311A Apply first aid*) including:
 - cardio pulmonary resuscitation (CPR)
 - bandaging
 - managing toxic substances
 - managing bleeding
 - managing broken bones
 - managing consciousness
 - managing choking and knowledge of coma positions
- Where jurisdiction and job role mandate, work with clients in a range of settings e.g. residential, in community settings and outreach work
- Work with clients with coexisting issues such as mental health, child abuse
- Work collaboratively with clients to address their issues
- Refer the client to health professionals immediately the client needs exceeds the responsibility and capacity of the worker or in an emergency situation
- Identify coexisting issues such as mental health issues and
- Identify and address child protection issues that will effect work with the client

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Establish rapport
- Apply active listening skills, including questioning
- Interpret verbal and non-verbal communication
- Work with a range of clients
- Contract with clients
- Demonstrate application of skills in:
 - conflict resolution
 - negotiation

REQUIRED SKILLS AND KNOWLEDGE

- crisis intervention
- protective intervention
- advocacy
- networking and liaison with other agencies
- identification of support structures
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
In addition, this competency should be assessed in the context of the particular workplace client group
- This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
Some theoretical knowledge may be assessed by formal testing e.g. suicide risk assessment
- Assessment must include the normal range of workplace situations

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur
- Method of assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
 - Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

EVIDENCE GUIDE

Related units:

Depending on jurisdiction and job role, assessment of this unit of competency *may be* required in conjunction with:

- HLTFA311A Apply first aid
or
- HLTFA412A Apply advanced first aid

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Targeted services (i.e. specific to alcohol and/or other drugs use) may include:

- Detoxification
- Inpatient counselling
- Outpatient counselling
- Self-help groups
- Proclaimed place, rehabilitation centres, residential
- Sobering up units
- Services which provide consumables e.g. syringes, thiamine, needle exchange,
- Drug substitution/replacement services e.g. methadone, bupranorphine, naltrexone
- Therapeutic communities

RANGE STATEMENT

Other services include:

- Accommodation
- Emergency services
- Mental health services
- Financial assistance
- Health professionals
- Counselling
- Employment support

Strategies to develop effective working relationships

- Verbal communication styles
- Plan areas to be addressed, approaches to be taken and special considerations
- Planning to address contingencies
- Implementing appropriate cultural approaches

Relapse prevention strategies may include:

- Identification of drug use 'triggers' and working with the client to develop responses to deal with triggers
- Referral to self help groups
- Stress management advice
- Ongoing positive support
- Monitoring of the client's progress
- Facilitating use of community resources
- Encouraging client to develop a support network
- Role play
- Discussion of strategies for stress management, money management, goal setting, prioritising, problem solving, decision-making, disengagement

Review refers to:

- A short term formative analysis of client progress
- Reviewing strategies
- Standards against which a review can occur

RANGE STATEMENT

Client exit (negotiation of with the client) will depend on the organisation policies and procedures and the individual clients needs and may include:

- Negotiation of contract with client
- Providing information on what the client may expect when they leave
- Providing follow up
- Ending the client/worker relationship
- Ensuring personal safety of clients at risk of self-harm including availability of ongoing supports from appropriate agencies
- Access to harm reduction consumables e.g. Needles, syringes, and needle exchange programs

Client exit (organisation requirements) may include:

- Client questionnaire
- Documentation including reason for exit and condition of client at exit
- Organisation's documentation on treatment/assessment progress

Supporting a client to make contact with other services may include:

- Making an appointment for the client
- Accompanying client to first appointment
- Organising for another appropriate person to accompany the client to an appointment
- Organising interpreter services for the client

Other services include:

- Centrelink
- Accommodation
- Emergency services
- Mental health services

RANGE STATEMENT

Follow up will depend on the organisation's policies and procedures and the client needs and may include:

- Obtaining feedback and reports on outcomes of referrals from other agency in accordance with organisation policies and procedures including those referring to client confidentiality
- Checking protective support for suicide risk is available if required
- Making an appointment for follow up
- Contact with client at referral agency
- Liaison between alcohol and other drugs worker and other services

Outcomes may include:

- Measurement of harm minimisation
- Changes made during intervention and changes sustained over time
- Those negotiated with the client as part of a management plan
- Referral and acceptance to another treatment program or half-way house
- Both positive and negative outcomes
- Linkage with appropriate services
- Client being moved from institution or service
- Client changes - behaviour, attitudinal

Review outcomes of client work against care plan may be:

- Within the organisation
- In consultation with other agencies

Unit Sector(s)

Not Applicable

CHCSW402B Undertake bicultural work with forced migrants in Australia

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCSW402A Undertake bicultural work with forced migrants in Australia	CHCSW402B Undertake bicultural work with forced migrants in Australia	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by settlement workers from diverse cultural backgrounds to work with forced migrants within an Australian context

Application of the Unit

Application

The work described in this unit will take place within an agency directly or indirectly involved with the provision of services to recently arrived migrants and refugees

Work may include the provision of support and services in a range of areas including but not limited to settlement, accommodation, counselling, financial advice, family services, youth work, income support, education, health care and crisis intervention

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1. Develop an understanding of work within the Australian context | <p>1.1 Recognise <i>frameworks and legislation relevant to working within the Australian context</i></p> <p>1.2 Identify <i>Australian cultural protocols</i></p> <p>1.3 Identify and describe <i>Australian management processes and workplace behaviours</i></p> <p>1.4 Identify and analyse differences between Australian processes and own cultural process</p> <p>1.5 Identify differences in relation to working as a person from a culturally diverse background within mainstream Australia society</p> <p>1.6 Adjust approaches in light of new information and protocols</p> <p>1.7 Identify own role and responsibilities and confirm in accordance with organisation procedures</p> |
|---|--|

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|--|
| 2. Operate within the workplace | 2.1 Identify organisation goals and priorities |
| | 2.2 Prioritise competing demands to achieve organisation's goals and objectives |
| | 2.3 Identify and use professional networks to build and develop relationships, maintain own skills base and knowledge and provide identifiable benefits for the organisation and its clients |
| | 2.4 Identify professional development opportunities to improve own skills and knowledge and confirm in accordance with organisation procedures |
| | 2.5 Identify factors affecting the achievement of work objectives, establish contingencies and incorporate into work plans |
|
 | |
| 3. Recognise and deal with trauma and <i>vicarious traumatisation</i> | 3.1 Recognise vicarious traumatisation in self |
| | 3.2 Access <i>support services</i> to assist in dealing with own vicarious traumatisation |
| | 3.3 Recognise vicarious traumatisation in others and develop strategies to respond to this |
| | 3.4 Identify the overt and covert signs of trauma in clients and the support framework available for such clients |
| | 3.5 Apply accepted procedures to evaluate the options of bringing in specialist support and/or appropriate referral while continuing to work with the client |
|
 | |
| 4. Understand and manage boundaries | 4.1 Explore the concept of professional boundaries |
| | 4.2 Explore the competing demands of worker and community member |
| | 4.3 Identify strategies to help manage boundaries |
|
 | |
| 5. Recognise the impact of ethnicity, class, gender and religion on settlement work | 5.1 Explore how worker's own ethnicity, class, gender and religion may impact their work with clients |
| | 5.2 Identify strategies to manage this in the workplace |

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Organisation and government structures in Australia
- Legislative frameworks
- The impact of forced migration on the family and the impact of changed roles within the family
- The importance of identity - the worker's own identity and the identity of their clients
- Legislation and policy relevant to the provision of settlement services
- Client confidentiality and privacy requirements
- Mandatory reporting requirements as appropriate
- Organisation codes of practice
- Services available from the agency
- Own role and responsibilities
- Knowledge of the principles of equal employment opportunity, sex, race, disability, anti-discrimination and similar legislation and the implications for work and social practices
- Referral networks and their service provision
- Availability of resources and assistance within and external to the organisation
- Tools, equipment and other resources utilised in the learning process
- Strategies for worker to maintain their own well being and to support well being of colleagues and clients
- Knowledge of life skills development

Essential skills:

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Sensitively communicate with people from diverse backgrounds and cultures
- Form effective workplace relationships with co-workers and colleagues from diverse backgrounds and cultures

- Participate in identifying and implementing safe work practices
- Employ basic conflict resolution and negotiation skills
- Complete government and other documentation and forms
- Involve clients in decision-making processes
- Maintain a distance between self and client in service provision
- Manage competing demands
- Refer appropriately
- Demonstrate and apply knowledge of learning and development in order to assess, determine, implement, monitor and evaluate the skills development of a person

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment may be conducted on one or more occasions, but should include the normal range of workplace activities

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include:
 - access to appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
- Method of assessment*
- Assessment may include observation, questioning and evidence gathered from the workplace environment

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Frameworks and legislation relevant to working within the Australian context include:*
- Access and equity
 - Privacy and confidentiality
 - Work health and safety (WHS)
 - Anti-discrimination laws
 - Mandatory reporting
 - Gender equality
 - Respectful behaviour in the workplace
- Australian cultural protocols may include:*
- Respectful behaviour to everyone, irrespective of their gender, age, ethnicity, religion or position within the organisation
 - Appropriate dress standards for the workplace
 - Types of acceptable interaction in the workplace
 - Punctuality

Australian management processes and workplace behaviours may include:

- Having women, including younger women, in a supervisory role
- Completing time sheets
- Completing record forms
- Attending meetings and training
- Dealing with conflict or grievances in the workplace
- Effective advocacy

Vicarious traumatisation:

- Occurs when there is transference of the client's trauma to the worker
- Is more likely when the worker shares some of the experiences of the client
- Results in the worker experiencing (or re-experiencing) signs of traumatisation

Support services may include:

- Counselling services
- Torture and trauma services
- Financial planners
- Translators and interpreters
- English teachers
- Accommodation workers
- Specialist workers within own organisation

Unit Sector(s)

Not Applicable

CHCSW401A Work effectively with forced migrants

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work with and for refugees within an ethical, social, political and economic context

Application of the Unit

Application

The work described in this unit will take place within an agency directly or indirectly involved with the provision of services to forced migrants, who are defined as people with Refugee or Special Humanitarian visas, those granted refugee status in Australia, business and skilled migrants whose prime motivation for leaving their country was to escape violence and/or persecution, and the immediate family members of anyone from the aforementioned groups

Work may include the development, monitoring and provision of support and services in a range of areas including but not limited to settlement, accommodation, counselling, financial advice, family services, youth work, income support, education, health care and crisis intervention

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Develop a professional rapport with people who are *forced migrants*

PERFORMANCE CRITERIA

- 1.1 Conduct interpersonal communication in a manner that enhances a client-centred approach consistent with organisation standards
- 1.2 Communicate with clients in a manner that builds trust as a basis for establishing a trusting and respectful relationship
- 1.3 Consider *cultural sensitivities* in communication techniques and adapt style and language to accommodate different cultural values and practices
- 1.4 Recognise how one's own ethnicity, religion, class and gender will affect interactions with clients
- 1.5 Recognise the communication needs of clients who are newly arrived, traumatised and confused
- 1.6 Identify where an interpreter is needed and work to ensure that *appropriate interpreter services* are accessed
- 1.7 Work effectively with interpreters where required
- 1.8 Define and manage boundaries appropriately in the relationship
- 1.9 Take appropriate measures to resolve conflict and interpersonal differences

ELEMENT**PERFORMANCE CRITERIA**

2. Work within the context of the settlement services sector
- 2.1 Apply an understanding of the *role and scope of settlement services*
 - 2.2 Ensure that work reflects the current and historical context of the sector
 - 2.3 Apply a knowledge of the *current issues* which may impact on own work or organisation
 - 2.4 Develop a basic knowledge of *different frameworks* that underpin work within the sector
 - 2.5 Ensure work reflects consideration of the social, political and economic context in which the sector operates
 - 2.6 Identify relevant stakeholders and their particular roles and responsibilities
 - 2.7 Collect and use the views of key stakeholders and representatives from relevant target groups when collecting information about the sector
 - 2.8 Maintain access to relevant, up-to-date information about policy, services and programs
 - 2.9 Develop and maintain links with workers with complementary roles in the provision of settlement services
3. Address issues associated people who are forced migrants
- 3.1 Evaluate *issues* in relation to person's culture, family background and interest and modify approach appropriately
 - 3.2 Take into account the culture, religion, class, gender and experiences of the person in all actions and decisions
 - 3.3 Recognise trauma and refer to *appropriate personnel or services*
 - 3.4 Support clients to deal with loss and grief
 - 3.5 Support clients to deal with discrimination from both the mainstream community and from other ethnic groups
 - 3.6 Work with client to identify *potential solutions* to complex issues raised

ELEMENT	PERFORMANCE CRITERIA
4. Demonstrate commitment to the central philosophies of the settlement sector	<p>4.1 Demonstrate consideration and understanding of the underpinning values and philosophy of the sector in all work undertaken</p> <p>4.2 Demonstrate a commitment to access and equity principles in all work in the sector</p> <p>4.3 Encourage client participation in all aspects of service planning and support activities where appropriate</p> <p>4.4 Identify personal values and attitudes regarding forced migrants and take these into account when planning and implementing all work activities</p>
5. Understand the process of acquisition of life skills	<p>5.1 Demonstrate an understanding of the role of settlement plans and how they are developed</p> <p>5.2 Demonstrate an understanding of the principles of teaching life skills to clients from diverse backgrounds in a respectful and effective way.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Knowledge and understanding of migration including:
 - what migration is and what forms it takes
 - causes and impacts of forced migration
 - knowledge of the international protection regime
 - Australia's response to forced migration

REQUIRED SKILLS AND KNOWLEDGE

- immigration processes including how and why people selected to come to Australia
- meaning of various visa subclasses
- the profile of the current humanitarian program entrants and their experience and the impact of this on their settlement needs
- Knowledge and understanding of settlement issues including:
 - what is settlement: current theories, phases, indicators etc
 - settlement needs (practical and emotional) of new entrants
 - services available to new entrants and how these services can be accessed
 - what a settlement plan is
 - government service principles - as a sound underpinning for work in the sector
- Understanding of refugee experience including recognising effects of torture and trauma in order to make appropriate referral
- The impact of migration on the family and the impact of change roles within the family
- The importance of identity, including recognising the significance of giving clients a chance to define themselves, for example according to either their ethnicity or their current circumstances
- Legislation and policy relevant to the provision of settlement services
- Client confidentiality and privacy requirements
- Mandatory reporting requirements as appropriate
- Organisation codes of practice
- Services available from the agency
- Own role and responsibilities and the importance of teamwork in the provision of settlement services
- Knowledge of the principles of equal employment opportunity, sex, race, disability, anti-discrimination and similar legislation and the implications for work and social practices
- Referral networks and their service provision
- Availability of resources and assistance within and external to the organisation
- Strategies to maintain personal well being
- Professional boundaries

Essential skills:

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Provide services within established timeframes
- Sensitively communicate with people from diverse backgrounds and cultures
- Form effective workplace relationships with co-workers and colleagues from diverse

REQUIRED SKILLS AND KNOWLEDGE

backgrounds and cultures

- Participate in identifying and implementing safe work practices
- Employ basic conflict resolution and negotiation skills
- Complete relevant government and other documentation and forms
- Communicate sensitively with clients to establish needs
- Develop, deliver and monitor the delivery of a settlement plan
- Teach life skills in a way that:
 - is respectful assessment of prior knowledge and abilities
 - creates an environment where people are able to admit they don't know
 - creates a safe space in which people can try new things
 - prioritises the teaching of new skills
 - supports people who have no conceptual constructs to which new learning can be attached
 - builds clients' confidence and independence
 - assesses clients' acquired competencies
- Involve clients in decision-making processes
- Maintain a distance between self and client in service provision
- Refer appropriately
- Provide effective advocacy
- Problem solve in the context of finding solutions to complex issues
- Work effectively with interpreters

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment may be conducted on one or more occasions, but should include the normal range of workplace activities

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include:
 - access to appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

Method of assessment

- Assessment may include observation, questioning and evidence gathered from the workplace environment

Range Statement

RANGE STATEMENT

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Forced migrants include people with:

- Refugee or special humanitarian visas, those granted refugee status in Australia, business and skilled migrants whose prime motivation for leaving their country was to escape violence and/or persecution, and the immediate family members of anyone from the aforementioned groups

Cultural sensitivities may include:

- Recognition of the impact of forced migration on the person and the family
- Recognition of the impact of one's own ethnicity, gender, class and religion will have on the client

Appropriate interpreter services may include:

- Those that are sensitive to the client's ethnicity, gender and religion
- Those that ensure that the client is able to understand the dialect spoken by the interpreter

RANGE STATEMENT

The role and scope of settlement services may include:

- Supporting migrants, in particular forced migrants, to adjust to their new life in Australia
- Ensuring forced migrants are linked to relevant supports and services
- Assisting forced migrants to understand the range of services available for them in Australia and the importance of utilising these services
- Empowering forced migrants to advocate appropriately for themselves
- Assisting forced migrants to feel secure and to regain their dignity and a sense of control over their lives
- Assisting forced migrants to make appropriate links to others within their community and in the general community
- Facilitating community development in forced migrant communities

Current issues may include:

- Current issues in relation to international protection
- Resettlement trends
- Size and composition of Australia's migration program
- Government settlement policy
- The settlement service delivery framework
- Community and social attitudes to migrants and refugees

Different frameworks may include:

- Case management
- Empowerment
- Social action
- Client-centred
- Strengths-based
- Rights based
- Community development

RANGE STATEMENT

Appropriate personnel or services may include:

- Specialist counselling services
- Torture and trauma services
- Financial planners
- Translators and interpreters
- English teachers
- Accommodation workers
- Specialist workers within own organisation

Client needs and issues may include:

- Initial orientation
- Settlement advice
- Access to secure and affordable accommodation
- Linkages with appropriate services (including income support, health care, education, employment etc)
- Financial planning support
- Family support
- Torture and trauma counselling
- Language support and training
- Educational and professional advice
- Linkages with appropriate services (including income support, health care, education, employment etc) that address their specific needs

Potential solutions may include:

- Basic settlement milestones met
- Family members engaged in meaningful activity
- Family functioning as cohesive unit
- Entrants linked to their own community
- Entrants acting as their own advocates

Unit Sector(s)

Not Applicable

CHCPW407A Support self-directed physical health and wellbeing

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to ensure mental health services respond to the physical and sexual health and wellbeing of individuals.

Application of the Unit

This unit of competency applies to work across a range of mental health and broader community service activities, where work is informed by an understanding of the factors that impact on physical and sexual health; including iatrogenic effects of mental illness diagnosis and treatment on an individual's wellbeing

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains Employability Skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- Provide information, referral and support

- 1.1 Identify and respond to the presentation of iatrogenic effects in the delivery of services
- 1.2 Identify and respond to individual rights, choices and approach to self-care
- 1.3 Support individual to be self-determining regarding their physical and sexual health, iatrogenic effects and wellbeing
- 1.4 Source and provide resources that will enable the individual to make informed choices regarding physical and sexual health, iatrogenic effects and wellbeing
- 1.5 Refer individual to appropriate health and other services for additional information and support
- 1.6 Support individual to access and participate in comprehensive and/or specialist health checks and/or complementary care services as desired
- 1.7 Support individual to develop strategies to facilitate their identified wellbeing choices and manage any iatrogenic effects

- Work collaboratively with the individual and service providers

- 2.1 Assist individual to identify activities and services of choice to enhance or maintain physical and sexual health, wellbeing and natural supports
- 2.2 Assist individual to identify and address *potential barriers* to physical and sexual health and wellbeing activities
- 2.3 Support individual to access and participate in physical health and wellbeing activities on an ongoing basis
- 2.4 Support individual to monitor, review, adjust, and consider their physical and sexual health and wellbeing requirements on an ongoing basis

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include a sufficient knowledge of the following areas to undertake the role outlined:

- The importance of physical and sexual health and general wellbeing in the delivery of services
- Impacts of stigma, prejudice and discrimination
- Social determinants of health
- Understanding of limitations of own work role and responsibilities
- Understanding the importance of holistic approaches enabling physical and sexual health and wellbeing
- Indicators of iatrogenic effects which may have an impact on health and well-being
- Understanding basic requirements for physical and sexual health and wellbeing, including:
 - diet
 - exercise
 - self-care style opportunities and information
 - oral health
 - comprehensive health checks
 - access to health services, and natural supports and resources
- Factors that can negatively impact on health and wellbeing
- Strategies to enable individual participation and decision making for physical and sexual health and wellbeing
- Supporting existing individual networks and developing new networks and facilitating choice
- Strategies to ensure appropriate information sharing to enable individuals to make informed choices for physical and sexual health and wellbeing
- Concepts of self-determination, empowerment and enabling
- Resources and networks that can support the cultural and spiritual needs of individuals

Essential skills:

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

It is critical that the candidate demonstrate the ability to:

- Adopt a non-judgemental and accepting attitude when working with individuals in regard to physical and sexual health and wellness
- Work effectively with individuals, their identified social networks, colleagues, supervisors and other services/agencies
- Adhere to own work role and responsibilities
- Recognise the correlations and causal relationships between mental illness and related physical health problems
- Support individuals to communicate effectively with health and care providers
- Seek and respond to individual preferences regarding information sharing
- Support the right to individual decision making and personal choice; regarding physical and sexual health and wellbeing
- Promote activities towards the autonomous achievement of fully self-directed physical and sexual health and wellbeing
- Assist individuals to respond to potentially serious diagnosis enabling them to process emotional and other consequences
- Provide an appropriate response within job role requirements when individuals seek information about medication and other treatments
- Follow organisation's policies and protocols
- Apply basic problem solving skills to resolve problems within organisation protocols
- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
 - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors
 - industry work roles will require a literacy level that will enable workers to interpret international safety signs, and complete workplace forms and records where necessary
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
 - this requires a level of skill and ability to follow work-related instructions and directions and to seek clarification and comments from supervisors, individuals and colleagues
- Apply verbal and non-verbal communication skills:
 - industry work roles will require effective verbal and non-verbal communication skills to ask questions, clarify understanding and meaning, recognise and interpret non-verbal cues, adapt communication styles to meet specific needs, provide information and express encouragement and support including active listening and empathy

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed on the job or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the requirements of the particular workplace context
- The candidate must show evidence that they have sourced and provided information and worked with individuals and service providers

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work.
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- All workers should develop their ability to work in a culturally and linguistically diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- In recognition of particular issues facing culturally and linguistically [CALD] diverse communities, workers should be aware of cultural and current issues impacting on CALD groups

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a ‘period of time’ and/or in a ‘number of locations’, any evidence should be authenticated by colleagues, supervisors, or other appropriate persons

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Potential barriers* may include:
- limited activity options available in the area
 - limited access to information about available options
 - insufficient resources to participate in identified options

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

CHCORG405E Maintain an effective work environment

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCORG405D Maintain an effective work environment	CHCORG405E Maintain an effective work environment	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to meet individual responsibilities within a work group

Application of the Unit

Application

The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Work to achieve identified outcomes

PERFORMANCE CRITERIA

- 1.1 Define and agree own work roles and responsibilities with appropriate people
- 1.2 Develop and implement work plans to ensure:
 - desired outcomes are achieved
 - objectives are met
 - agreed timeframes are met
 - compliance with relevant *guidelines and procedures*
 - contingencies are managed
 - duty of care responsibilities are met
 - ethical practice
 - the work of the organisation is promoted
- 1.3 Where appropriate to work role, incorporate understanding of relevant legislation and awards into workplace practices and decisions
- 1.4 Where relevant to work role, provide unpaid workers and others with appropriate training, briefing and supervision
- 1.5 Where problems arise in meeting work plans, take appropriate action to re-negotiate or seek assistance

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 2. Establish and maintain appropriate work relationships | 2.1 Use effective communication and interpersonal skills to ensure all workplace interactions contribute to achievement of organisation objectives and promotion of the community services industry |
| | 2.2 Demonstrate consideration of the full range of individual and cultural differences in workplace relations |
| | 2.3 Deal with any issues related to well being of work colleagues promptly and in accordance with organisation procedures |
| | 2.4 Handle potential and actual conflicts in the workplace to minimise disruption |
| 3. Facilitate operation of the workgroup | 3.1 Actively participate in all <i>team</i> processes to ensure team objectives are met |
| | 3.2 Ensure individual responsibilities within team are achieved to identified standards and timeframes |
| | 3.3 Appropriately inform individuals for whom you are responsible of workplace performance standards |
| | 3.4 Develop and use range of own skills and knowledge as required to enhance team performance |
| | 3.5 Apply appropriate effort to maximise effective communication and to ensure resolution of issues within the team and conflict |
| 4. Review and develop own performance | 4.1 Regularly monitor own performance against workplans, organisation objectives and client needs |
| | 4.2 Seek out and access opportunities for formal and informal development of skills and knowledge to optimise performance |

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Effective team management
- Importance of principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability
- Legislation relevant to organisation and work carried out
- Organisation mission, philosophy, organisation structure, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate effective team operation
- Manage conflict
- Meet legal, legislative and industrial requirements
- Undertake assessment of own training and development

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - team building
 - time management and prioritising
 - work planning and evaluation
 - effective communication and interpersonal relationship
 - motivating, directing and facilitating a work team or group
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues, including appropriate practices to ensure efficient use of resources
- Utilise relevant information technology and workplace equipment effectively in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
This may include the use of languages other than English and alternative communication systems
- Assessment may be conducted over one or more occasions

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

- Method of assessment:*
- Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Team includes:*
- Formal and informal arrangements
 - Workgroups including members from outside the organisation

- The context for creating, maintaining and enhancing productive working relationships includes with:*
- Clients
 - Peers
 - Significant others
 - Staff for whom worker is responsible
 - Supervisors
 - Unpaid workers

- Guidelines and procedures include:*
- Equal employment opportunity
 - First aid
 - Grievance management
 - Harassment
 - Infection control
 - Work health and safety (WHS)
 - Workplace behaviours

- Creating, maintaining and enhancing productive working relationships will be carried out within requirements established by:*
- Organisation policy, procedures and standards
 - State and commonwealth legislation

Unit Sector(s)

Not Applicable

CHCNET404B Facilitate links with other services

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCNET404A Facilitate links with other services	CHCNET404B Facilitate links with other services	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to liaise and facilitate linkages between community services including specialist and generalist services in the community to ensure support of people in need

Application of the Unit

Application

The skills described in this unit may be applied across a range of workplace contexts, especially involving related service delivery, sharing of information and client referral

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Identify and maintain *links* with *relevant services*

1.1 Gather and store *information on relevant services* as appropriate

1.2 Identify, develop and maintain communication processes within and across services to establish and maintain inter- and intra-sector links

1.3 Maintain active participation in relevant networks

1.4 Maintain information on the organisation's range of services

2. Provide relevant information to services

2.1 Respond to information requests from other organisations as appropriate

2.2 Maintain knowledge of and access to internal means of support within own organisation

2.3 Provide information and resources to support community groups as appropriate

2.4 Ensure materials and resources provided are relevant and current

2.5 Seek feedback on the materials and resources and use in developing future materials and resources

ELEMENT	PERFORMANCE CRITERIA
3. Work with and <i>support</i> other organisations to enhance service delivery	<p>3.1 Define the type and level of support to be provided and negotiate with the relevant organisation</p> <p>3.2 Maintain appropriate support and contact with people referred</p> <p>3.3 Provide information to services in line with organisation confidentiality, consent and privacy policies and procedures</p> <p>3.4 Develop and negotiate longer term plans to assist services to operate self-sufficiently</p>

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Existing information systems
- Referral networks - criteria and procedures for referral
- Current community services issues
- Language used in community services work
- Range of community services and how to access
- Confidentiality and privacy
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Facilitate effective working relationships within community services and within the general community

In addition, the candidate must be able to effectively do the task outlined in elements and

performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - questioning
 - active listening
 - verbal and non-verbal communication
 - referral
 - participating and conducting interagency meetings
 - promotion
 - negotiation
 - liaison and networking
- Recognise own limitations and agency boundaries
- Develop and provide information about community services
- Use and coordinate the use of relevant information technology effectively in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the community services networking and liaison requirements within the workplace

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resource requirements for assessment of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
- Method of assessment:*
- Assessment may include observations, questioning and evidence gathered from the workplace environment

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Links may be:

- Referral to and from other services
- Telephone contact
- Worker networks
- Informal contacts
- Case conferences
- Inter agency meetings
- Community consultative committees
- Joint projects

Relevant services may include:

- Consumer groups
- Commercial enterprises such as real estate agents, and financial institutions
- Community services departments
- Aboriginal and Torres Strait Islander services
- Employment services
- Community based disability support services
- Income support services
- Accommodation services
- Services specific to the person's needs
- Trans-cultural
- Religious organisations
- Judicial
- Correctional
- Police
- Emergency services

Information on relevant services may include:

- Pamphlets and other information sources
- List of all relevant services
- Information on own agency
- Criteria for referral to each agency
- Contacts
- Information to provide to clients

Support may include:

- Visits
- Consultations
- Joint initiatives
- Participation in case conferences
- Telephone advice
- Provision of staff development and training
- Exchanging of reports
- Community education

Policies and procedures may include:

- Referral protocols

Unit Sector(s)

Not Applicable

CHCMH401A Work effectively in mental health settings

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required in the context and across the range of settings where mental health work occurs

Application of the Unit

Application

This unit applies to work with clients affected by a mental illness in a range of community services work contexts

This work provides a person-centred approach to care, involving a variety of health and community service professionals working collaboratively with the client, their carer/s and family

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Work within the context of the mental health sector

PERFORMANCE CRITERIA

- 1.1 Demonstrate consideration of the historical context of the sector in all work
- 1.2 Demonstrate consideration of the changing social, political and economic context in all work
- 1.3 Clarify and work within individual, team and multi-disciplinary work roles and structures, using collaborative approaches to work in the mental health sector, including contribution of consumer workers

2. Apply knowledge of the mental health sector

- 2.1 Apply basic knowledge of the current issues and *different models of work* which impact on the sector
- 2.2 Apply basic knowledge of the historical and social context of the mental health sector
- 2.3 Apply basic knowledge of the political and economic context of the mental health sector
- 2.4 In collecting information about the mental health sector, consider and apply appropriately views of relevant *key stakeholders and representatives*

ELEMENT**PERFORMANCE CRITERIA**

3. Demonstrate commitment to the central philosophies of the mental health sector
 - 3.1 Demonstrate consideration and understanding of the *underpinning values and philosophy of the sector* in all work undertaken
 - 3.2 Demonstrate commitment to *access and equity principles* in all work in the sector
 - 3.3 Ensure clients participate in all aspects of service planning and support activities
 - 3.4 Identify and take into account personal values and attitudes regarding mental health and illness when planning and implementing all work activities

4. Demonstrate an understanding of the range of mental health service options
 - 4.1 Identify the range of mental health service options
 - 4.2 Demonstrate consideration and understanding of the contribution of different service options to the recovery process
 - 4.3 Identify broad job requirements in different service options
 - 4.4 Demonstrate consideration of the role of other health and community service providers in supporting a consumer in the recovery process

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Impact of stigma
- A range of facts/myths about mental illness and psychiatric disability
- Basic principles of disability
- Participative models of service delivery
- Range of services that exist to assist people to address their mental health needs
- Key concepts such as promotion, prevention and early intervention and how they are related to the social, economic, political and historical contexts of mental health service provision
- Principles of community delivered service provision
- Importance of client input
- Holistic and person-centred care
- Current issues facing people affected by mental illness
- Client needs and rights including duty of care
- Principles of client empowerment/disempowerment
- Historical and social context of mental health
- Political and economic context of mental health
- Principles of access and equity
- Basic policy, regulatory, legislative and legal requirements include
 - mental health acts
 - Privacy Act
 - equal employment opportunity principles
 - community treatment orders
 - community counselling orders
 - guardianship board
 - freedom of information act

REQUIRED SKILLS AND KNOWLEDGE

- individual rights
- united nations principles for the protection of persons with mental illness and the improvement of health care
- national mental health policy and plan
- national mental health service standards
- disability services/discrimination acts and standards
- Involuntary and voluntary admission to hospital
- National standards for mental health services
- Historical and social context

continued ...

Essential knowledge (contd):

- Current issues facing clients and existing services to address their needs and rights
- Understanding of regulations and guidelines governing the handling of medication
- Early intervention
- Legal system
 - courts
 - police powers
 - court reports
 - tribunals
 - parole
 - community treatment orders
- Indigenous Australian culture
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds
- Knowledge specific to working with people at risk of self-harm

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate application of understanding of underpinning values and philosophies in the mental health sector, such as:
 - holistic and person-centred approaches
 - social inclusion focus of working with people with mental health issues
 - collaborative approaches to working with people with mental health issues and their carers where appropriate
 - value, importance and history of the role of consumer workers
- Demonstrate an application of an understanding of impact of stigma

REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate an application of the issues facing people affected by mental health issues
- Demonstrate broad skills to identify and analyse the range of service options and the role they play in dealing with mental health issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed on the job or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the requirements of the particular workplace context

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units:

This unit should be assessed after or in conjunction with:

- CHCMH402A Apply understanding of mental health issues and recovery processes

Range Statement

RANGE STATEMENT

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Identification of reasons for seeking help may be assisted by:

- The client
- Carers
- Colleagues
- Information from other services

Context includes:

- Statutory framework within which work takes place
- Historical context of work e.g.
 - changing attitudes to mental health
 - changing approaches to working with people with mental health issues
- Changing social context of work such as:
 - person-centred and collaborative approach to working with people with mental health issues
 - changing government and societal views of mental health
 - increasing use of consumer workers
 - deinstitutionalisation
- Political context such as:
 - government policies and initiatives affecting mental health work
 - mainstreaming
- Economic context e.g. current economic situation as it relates to and affects mental health and the subsequent impact on client needs
- Facts/myths about mental illness and psychiatric disability

RANGE STATEMENT

Different models of work in the sector may include:

- Community development and education
- Mental health promotion
- Case management
- Working with families and carer/s
- Clubhouse
- Psychosocial rehabilitation
- Supported employment
- Peer support/self help
- Crisis situation responses
- Early intervention/prevention
- Consumer run models
- Clinical mental health services
- Residential services
- Respite care
- Home based support

Stakeholders and representatives may include:

- People with mental health issues
- Carers
- Friends, peers and target group
- Families and care givers
- Consumer workers
- Local community
- Community organisations
- Government representatives and service providers
- Clinical mental health services
- Peak bodies and networks in the sector
- Management, colleagues, supervisor, team members

RANGE STATEMENT

The underpinning values and philosophy of the sector may include:

- A holistic and person-centred approach
- Family sensitive approaches
- Community education
- Promotion of mental health and well being
- Early intervention
- Delivery of appropriate services
- Commitment to meeting the needs and upholding the rights of consumers
- Commitment to empowering the consumer
- Encouragement of personal growth and development toward recovery and wellness

A commitment to access and equity principles includes:

- Creation of a consumer oriented culture
- A non-discriminatory approach to all people using the service, their family, carer/s and friends, the general public and co-workers
- Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social

Cultural and linguistic differences may include:

- Different cultural and social contexts
- The needs of indigenous Australians
- The needs of people from non-English speaking backgrounds
- Social variables such as social attitudes to mental illness

Unit Sector(s)

Not Applicable

CHCGROUP410B Deliver a structured program

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to deliver a short, one off, structured program according to the format and timing requirements of the program

Application of the Unit

Application

This unit applies to the delivery of a program where the material and processes to be covered are clearly identified and must be achieved within a given timeframe

The program will have a focus on assisting participants to find solutions to specific challenges through access to information and education relevant to these challenges

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Conduct pre-program assessments

- 1.1 Discuss program objectives and format with potential group participants to assess the program's suitability for them
- 1.2 Identify *special needs* of potential group participants in *pre-group assessment*
- 1.3 Identify *conditions potentially incompatible with program objectives*
- 1.4 Select participants for group according to *selection criteria*
- 1.5 Communicate participant acceptance and confirm with client

2. Confirm program process

- 2.1 Clearly communicate program objectives, learning outcomes and structure to participants
- 2.2 Establish group process and participation guidelines with participants
- 2.3 Communicate *boundaries and limitations of program*
- 2.4 Identify and access resources required for program implementation

ELEMENT**PERFORMANCE CRITERIA**

3. Implement program

- 3.1 Deliver program content according to the sequence and procedure identified
- 3.2 Manage pace of delivery to meet timeline requirements and overall objectives
- 3.3 Encourage group interaction and manage it to maintain relevancy and ensure equity of discussion amongst participants
- 3.4 Present material to accommodate relevant discussion and questions, while ensuring key information and processes are delivered within timing requirements
- 3.5 Use *presentation tools* and adult learning theories and models effectively
- 3.6 Provide communication and literacy support to participants as required to ensure equitable access to information
- 3.7 Summarise information and key learning throughout the program
- 3.8 Deliver program collaboratively with co-facilitator where required

4. Contain emotional responses

- 4.1 Ensure strong emotions expressed by participants are acknowledged and affirmed
- 4.2 Normalise and validate participant experience where appropriate and sensitively challenge where required
- 4.3 Refer participant to *support services* if required and encourage them to seek follow up support
- 4.4 Refocus group participants on program process

ELEMENT**PERFORMANCE CRITERIA**

5. Review achievement of program objectives

5.1 Assess participants' understanding of key concepts and achievement of learning objectives during delivery

5.2 Identify additional issues raised which are not addressed within the scope of the program and initiate referral or follow up action to address them

5.3 Conduct program evaluation according to program evaluation process and complete reporting in line with requirements

5.4 Gather and assess feedback on program to guide continuous improvement of delivery

5.5 Review effectiveness of implementation with co-facilitator or supervisor

5.6 Identify opportunities to improve program delivery

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Group selection processes
- Relevant subject matter of the delivery
- The content and requirements of the learning program and/or delivery plan
- Learner group profile including characteristics and needs of individual learners in the group
- Different delivery methods and techniques appropriate to face-to-face group delivery
- Adult learning theory and models
- Behaviours in group participants which may indicate difficulties with content or

REQUIRED SKILLS AND KNOWLEDGE

processes

- Conflict resolution and mediation
- Evaluation/revision techniques, for example:
 - development of assessment criteria
 - developing simple questionnaires and feedback forms
 - administering evaluation forms
 - using questioning for evaluation purposes
- Specific resources and support services available for group participants including those with special needs
- Organisation and program requirements for evaluation and reporting

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Effectively facilitate a group including being able to:
 - facilitate discussion and group interaction
 - maintain group cohesion
 - handle difficult situations
 - manage group activities
 - manage conflict
 - observe and interpret behaviour that puts others at risk
- Apply adult learning theory and techniques
- Apply different delivery and facilitation methods/ techniques, such as:
 - demonstration/modelling
 - instruction
 - presentations/lectures
 - guided facilitation of individual and group learning activities/group work/case studies
 - initiating and facilitating group discussions
 - brainstorming activities
 - enabling and supporting effective learner participation
- Use time and process management skills within a group facilitation context
- Model effective, respectful and inclusive communication skills including listening, empathetic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity
- Maintain records appropriate to the group
- Work effectively and inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, health, disabilities and issues and the interplay and dynamics of group members

REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate awareness of self, own values, beliefs and experiences which may impact on work practice
- Engage in critical reflection and self-evaluation of work practice
- Respond appropriately to group dynamics
- Protect self whilst leading/ facilitating the group
- Respond to strong emotional expression in the group

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills in the application of the planning, delivery and review of short, structured programs within identified resources including timeframes
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to deliver short, structured programs to groups

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to an appropriate workplace or simulation of realistic workplace setting where assessment can take place

EVIDENCE GUIDE

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
 - demonstration of competency within the working environment through the facilitation of short structured groups selected through appropriate application of a selection process
 - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios, case presentations, written assessment
 - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
 - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Related units:

This unit is to be assessed after or in conjunction with the following related unit of competency:

- CHCGROUP403D Plan and conduct group activities

Range Statement

RANGE STATEMENT

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Special needs may include:

- Those associated with:
 - potential for self-harm
 - disability
 - literacy level
 - travel
 - childcare
 - cultural influences or protocols

Pre-group assessment may include but is not limited to:

- Phone interview
- One-on-one discussions
- Referral information

Conditions potentially incompatible with program objectives may include:

- Mental illness
- Domestic and family violence issues
- Drug and alcohol abuse
- Incompatibility with selection criteria
- Language, literacy, numeracy and education abilities prevent effective engagement with program and achievement of program outcomes

Selection criteria may include

- Location
- Life circumstances or situations
- Relevance to target issues
- Age
- Gender
- Ability to commit to group process
- Suitability for intervention focus

RANGE STATEMENT

Boundaries and limitations of program may include:

- That the program is designed to touch on many issues but not cover them in depth and is not designed to:
 - provide counselling
 - act as a support group
 - act as a forum for story telling
 - deal with advocacy issues

Presentation tools may include:

- Overhead projector
- Whiteboard
- Flip paper
- Butcher's paper
- Powerpoint presentations
- Case studies, scenarios
- Pictures, photographs, diagrams

Support services may include but is not limited to:

- Other professionals within own service
- Other programs offered by own or other services
- Self-help/support groups
- Counselling services
- Alcohol and other drug support services
- Mental health support services
- Domestic and family violence support services
- Financial assistance and counselling services
- Child Support Agency
- Family Magistrate Service
- Centrelink/Family Assistance Office
- Mediation centres
- Australian Taxation Office
- Family Court of Australia
- Phone support services, e.g. Mensline
- Family relationship centres
- Other agencies providing support and counselling
- Websites for example MENDS and Parenting Children
- Stepfamily Association of Australia

Unit Sector(s)

Not Applicable

CHCGROUP302D Support group activities

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to participate in and provide general support for a range of informal and formal groups in a variety of settings

Application of the Unit

Application

This unit may be applied to group work in a range of community service settings

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Identify the purpose of the group

PERFORMANCE CRITERIA

- 1.1 Identify and determine with members of the group, activities which meet the group purpose
- 1.2 Discuss and establish with all group members, rules for group behaviour
- 1.3 Identify, acknowledge and respect *individual differences* of workers and group members
- 1.4 Seek, identify and accommodate goals, needs and expectations of participants according to available *resources*

ELEMENT**PERFORMANCE CRITERIA**

2. Establish relationship with the group
- 2.1 Define roles played by group members including the worker
 - 2.2 Encourage a suitable level of participation
 - 2.3 Inform group of resources available to meet group needs
 - 2.4 Assess capacity of the worker to respond to group's needs and communicate to the group, in an appropriate manner
 - 2.5 Identify and implement the most appropriate *support* to achieve the objectives of the activity
 - 2.6 Model *clear communication* to group members
 - 2.7 Encourage group members to use clear and appropriate communication
 - 2.8 Respect individual differences and needs in communication and interaction with group members
 - 2.9 Ensure communication and interactions with group are appropriate to aim and purpose of group
 - 2.10 Implement appropriate processes as necessary to address breaches of behaviour
 - 2.11 Encourage participants to agree on and abide by a set of appropriate guidelines
 - 2.12 Promote group achievements in a way which motivates and recognises participants' efforts
 - 2.13 Keep records of group interaction, where required, in a manner consistent with organisation's documentation requirements
3. Organise resources for *group activities*
- 3.1 Work to ensure adequate resourcing is available
 - 3.2 Communicate to group availability of resources and guidelines for use
 - 3.3 Encourage cooperative approach to the use of resources
 - 3.4 Complete *reports* on use of resources if required
 - 3.5 Ensure reports are completed to standard required by organisation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Dynamics of groups and the different styles of group leadership and decision-making
- Effective communication techniques
- Conflict management
- Organisation's policies, principles and procedures
- Relevant organisation and community resources
- Building and maintaining relationships
- Relevant models such as stages of group development and stages of change model

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Support group activities for formal and informal groups
- Participate in a variety of group activity types identified in the Range Statement or in the workplace
- Provide support for appropriate target groups

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply oral communication skills including asking questions, clarifying issues/topics, providing information in the workplace setting:
 - language used may be English or community language, depending on the client group
- Apply written communication competence to complete reports required by the

REQUIRED SKILLS AND KNOWLEDGE

organisation:

- complexity of reports may vary from completing an organisation proforma, to completing an unstructured report
- literacy support for completing reports may vary from the availability of support from a supervisor to no support available in the workplace
- reports may be written in English or community language depending on the organisation requirements
- Apply reading competence required to fulfil the job role:
 - this may vary from no competence required (if information on the availability of resources, materials etc for the group are conveyed verbally), to the ability to read work-related texts, which may include lists of available resources, names of group members, policy statements on use of equipment and resources etc
 - language in use may be English or community language depending on organisation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions
- Assessment may be conducted on one or more occasions but must include the normal range of client groups, group activities and types of groups in the workplace

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment of this unit include access to:
 - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
- Method of assessment:*
- Assessment may include observations, questioning or evidence gathered from the workplace

Range Statement

RANGE STATEMENT

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Group activities may be:

- Formal or informal
- Structured
- Semi structured
- Unstructured

Group activities may relate to:

- Discussions
- Sporting and recreation activities
- Research, planning and management
- Informal and formal education
- Community action
- Special interest causes

Resources will include:

- Information/referrals
- Facilities
- Equipment/materials
- Administrative support
- Facilitation of meetings
- Worker skills/expertise

Support will include:

- Resources managed by the organisation
- Advice, information and facilitation
- Individual or group supervision

Individual differences may include differences in:

- Beliefs
- Values
- Age
- Cultural background
- Physical abilities

RANGE STATEMENT

Clear communication will be:

- Communication related to group purpose and aims
- Communication that respects individual differences and abilities of group members

Reports may be:

- Verbal or written according to organisation procedures

Unit Sector(s)

Not Applicable

CHCDFV301A Recognise and respond appropriately to domestic and family violence

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to identify and respond to domestic violence during professional contact with clients

It requires a knowledge and understanding of domestic and family violence and an awareness of its effects together with an ability to promote confidence whilst responding appropriately, including providing relevant and timely information and referral

Application of the Unit

Application

This unit may apply in a range of community service contexts with clients who may experience domestic and family violence

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Work within a domestic violence framework

PERFORMANCE CRITERIA

- 1.1 Plan *work* practices to ensure maximum consideration is given to *client* and worker safety
- 1.2 Ensure work undertaken demonstrates consideration and understanding of the *underpinning values and philosophies* of domestic violence work and the nature of domestic violence, including its effects, its *social, historical, political and economic context* and its place in the criminal justice system
- 1.3 Participate in *support processes* to obtain professional feedback and to monitor occupational health and stress
- 1.4 Demonstrate in all work, understanding of the *rights and responsibilities* of the individual, the family, the community and society to minimise or prevent domestic violence

ELEMENT

PERFORMANCE CRITERIA

2. Promote confidence with clients affected by domestic violence

2.1 Use appropriate *interpersonal skills* that develop rapport and promote confidence, allowing accurate and relevant exchange of information

2.2 In all work, demonstrate sensitivity to client's *specific needs* and any cultural, family and individual differences

2.3 Conduct *interviews and interactions* with clients in a safe environment and in a manner which allows the client to explore their issues/options

2.4 Explain *rights and responsibilities* of client and worker and promote throughout client contact as appropriate

2.5 In all work apply *organisation standards and procedures* and comply with *legislative and statutory requirements*

3. Identify client needs

3.1 Appropriate interpersonal skills are employed to ensure that the client's safety needs and other needs are accurately identified

3.2 *Mechanisms* are employed to ensure that all relevant client information is collected

3.3 Information is assessed for complexity, urgency and eligibility so that priorities for service delivery and safety can be identified

3.4 Any indications of nature of *risk* or threats to safety are analysed and responded to

3.5 Worker's and workplace's limitations in addressing and assessing *client needs* are identified and assistance is sought from *appropriate persons* to best meet the needs of the client and their family

ELEMENT

PERFORMANCE CRITERIA

4. Respond to client needs

- 4.1 In responding to client needs, prioritise the physical and emotional safety of clients, their family and workers
- 4.2 Provide client with information about available *services* for meeting their needs
- 4.3 Seek support and make appropriate referrals to cater for clients needs according to organisation standards and procedures
- 4.4 In all work demonstrate sensitivity to client's specific needs and any cultural, family and individual differences
- 4.5 Provide advice on *client services* in accordance with organisation standards and procedures
- 4.6 Undertake record-keeping and reporting in accordance with organisation standards and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Knowledge of the social, historical, political and economic context of domestic violence, including types and nature of domestic violence, power and gender issues, child abuse and associated criminal issues
- Understanding of the prevalence of myths, unhelpful beliefs, attitudes and practices in the broader society regarding domestic violence and their effects on individuals' rights to safety and autonomy
- Understanding of current organisation procedures, practices and standards for client assessment, allocation of services, case management, interviewing, code of conduct,

REQUIRED SKILLS AND KNOWLEDGE

- confidentiality, use of resources, programmed intervention and duty of care requirements
- Understanding of legal obligations, particularly in relation to child protection issues
- Knowledge of the various groups represented within the local community (e.g. cultural, religious, language, sexual identity, age and disability) and an understanding of the issues that arise when working with those groups
- Knowledge of the appropriate range of referral sources and associated protocols
- Knowledge of legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Awareness of own values and attitudes and their potential impact on clients
- Understanding of specific limitations of work role, responsibility and professional abilities

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use appropriate interpersonal skills and general knowledge to identify and respond in an appropriate manner to domestic violence, in particular to:
 - maintain confidentiality and manage subtleties of confidentiality whilst following policy and procedures in all aspects of responding to domestic violence
 - establish confidence with clients through appropriate interpersonal styles and methods
 - identify and assess client needs including consideration of the physical and emotional safety of clients and their family
 - assist clients to select appropriate services from a range provided by the organisation and other agencies which match client needs
 - depending on the work program or services provided apply specific knowledge of particular groups or issues (e.g. alcohol and other drugs (AOD), same-sex relationships, religious, survivors/victims, users of violence, Aboriginal and/or Torres Strait Islander issues, mental health, non-English speaking background)
 - interpret accurately and comply with legal and procedural requirements
 - understand limitations of their own work role and responsibilities in relation to service delivery
 - refer clients to other relevant agencies in a professional manner giving enough relevant information to maximise the possibility of the client taking up the referral

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:

REQUIRED SKILLS AND KNOWLEDGE

- response, for example, responding sensitively and appropriately to disclosure, responding sensitively to cultural issues, and maintaining confidentiality for people who have experienced domestic violence.
- questioning and active listening to establish client confidence and facilitate disclosure
- problem solving for a defined range of predictable problems, for example when client needs are identified as lying outside a worker's particular professional role the worker should offer the client accurate and current information about appropriate services and providers
- collaboration between worker, client, client's family and co-workers and with other service providers
- validation of client's experience of violence
- literacy and communication in relation to analysis, evaluation and presentation of information including preparing documents and reports related to client needs and service delivery issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment
This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
 - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
 - Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
 - Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
 - Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised

EVIDENCE GUIDE

Method of assessment:

- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations
- Evidence for assessment of competence may be gathered by appropriate combination of the following:
 - demonstration of competency within the working environment in identifying and responding to domestic violence
 - where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
 - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
 - review of any documentation produced by the candidate related to identifying and responding to domestic violence

Range Statement

RANGE STATEMENT

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Work may relate to:

- Specific groups, issues or communities e.g. Health issues of young people from particular cultural, religious, sub-cultural backgrounds and/or geographical areas
- Monitoring, evaluation and research activities
- Policy development
- Assessment
- Individual casework
- Community development
- Referrals
- Child protection work
- Provision of information/materials
- Project development and implementation

Client may include:

- Individuals (inclusive of children, youth, adults and the aged)
- Those referred or self-referred
- Voluntary and involuntary
- People with specific needs seeking access to services
- Survivors/victims of domestic violence, their families and friends
- Users of violence and their families

RANGE STATEMENT

Underpinning values and philosophies in responding to domestic and family violence include:

- The safety and well being of those subjected to domestic violence must be the first priority of any response
- All individuals have the right to be free from violence
- The community has a responsibility to work toward the prevention of domestic violence and to demonstrate the unacceptability of all forms of domestic violence
- All forms of domestic violence are unacceptable in any group, culture or creed
- Those who use violence should take responsibility for their behaviour and have access to programs to assist them change their behaviour to ensure the safety of their family
- A commitment to meeting the needs and upholding the rights of clients
- A commitment to empowering those affected by domestic violence
- Domestic violence is widespread and complex
- Domestic violence impacts on the physical, emotional, social, and financial well being and safety of individuals in families
- Domestic violence and abuse has devastating effects on family members and results in significant social and economic costs to the community

Social, historical, political and economic context:

- Statutory framework within which work takes place
- Historical context of work e.g. changing attitudes to domestic violence; changing approaches to working with people affected by domestic violence
- Changing social context of work e.g. previous, current and changing government and societal views of domestic violence and approaches to working with clients
- Political context e.g. government policies and initiatives affecting domestic violence work
- Economic context e.g. current economic situation as it relates to and affects domestic violence and the subsequent impact on client needs and the effects of economic deprivation and control on clients attempting to escape domestic violence

RANGE STATEMENT

Support processes will need to include at least one of the following:

- Performance feedback
- Debriefing
- Training and development
- Supervision

Rights and responsibilities may include:

- Rights of safety
- Rights under common law
- Rights outlined under relevant standards/principles and charters (e.g. UN declaration on rights of the child)
- Rights under the Constitution
- Rights and responsibilities under legislation (e.g. freedom of information and child protection legislation)
- Guidelines relating to parameters of confidentiality/client consent
- Worker's code of ethics
- Rights of victim to crime compensation

RANGE STATEMENT

Interpersonal skills may include:

- Means by which an emotionally safe and empathic environment is created
- Means for communicating with people with disabilities or where English is not the first language
- Methods of communicating with different age, religious, gender and sexual identity groups
- Non-judgemental communication techniques
- Using strategies that empower client to ensure safety of client and family
- Cultural, sub-cultural awareness/sensitivity
- Demonstrating empathy
- Using appropriate body language
- Reflecting, summarising and paraphrasing
- Asking open-ended questions
- The ability to ask direct questions about violence in a sensitive and appropriate way
- Using conflict management skills if appropriate
- Recognition of client/worker power differences
- Maintaining confidentiality
- If needed, use of a qualified interpreter whose involvement will not jeopardise the safety of the client or client's family
- Active listening

Specific needs relating to clients may include, but are not limited to those:

- Who have a disability
- Who come from diverse cultural and sub-cultural backgrounds
- Whose preferred or main language is not English
- Who are aged or young
- Who live in a remote or rural location
- Who are in same-sex relationships
- Who are of a particular gender
- With a dual diagnosis
- Whose religious beliefs or practices need to be considered
- Who have addiction or dependency issues
- Who have mental health issues
- Who come from an aboriginal background
- Who come from a Torres Strait Islander background

RANGE STATEMENT

Interviews and interactions with clients can be either informal or formal and include:

- Scheduled or impromptu
- Via telephone or in person
- Separate interviews
- Through a qualified interpreter whose involvement will not jeopardise the safety of the client or client's family
- Other specialist assistance
- Those conducted in a safe environment which encourages disclosure when appropriate

Organisation standards and procedures may include those relating to:

- Client and worker safety
- Collection and storage of information
- Client interview protocols and procedures
- Code of conduct/code of ethics
- Principles and implementation of duty of care and rights of client to self determination
- Departmental, inter-departmental regulations, protocols and procedures relevant to work role and responsibilities
- Inter-agency practice and protocols
- Use of interpreter and interpreter services
- Organisation mission statement and/or philosophy
- Eligibility criteria for accessing particular services
- Completion of forms and applications
- Guidelines relating to confidentiality/client consent
- Occupational health and safety
- Debriefing and supervision
- Industry standards

Legislative and statutory requirements may include:

- Relevant State/territory/Commonwealth legislation (e.g. domestic violence, guardianship, disability services, immigration, anti-discrimination, child protection, legal practice legislation)
- International conventions relating to the rights of children and young people
- Relevant international conventions on civil and human rights
- Freedom of information legislation

RANGE STATEMENT

Client needs and associated services and or strategies may include, but are not limited to:

- Safety, physical and emotional security
- Assistance to gain economic support
- Protection from financial exploitation
- Immediate and appropriate responses which aim to ensure/maintain safety
- Legal or medical information and support
- Accommodation/transportation
- Access to services/information
- Counselling (individual, family or group focused)
- Referrals to specialist services
- Referrals to community support and/or education groups
- Establishment of community networks
- Domestic violence awareness raising programs
- Provision of assistance to address issues, gather information and locate other resources
- Advocacy

Mechanisms that could be used to collect information could include:

- Interviews with clients, family, significant others and carers
- Questionnaires
- Applications and other forms
- Case documentation
- Using specialist communicators
- Classification tools
- Client consent (verbal or written)
- Information from professionals including medical reports
- Information from service providers
- Previous file records

RANGE STATEMENT

Risk may refer to client, client's family and/or worker and be indicated by the following:

- Self identification of risk
- Evidence of physical injuries
- Threat to safety
- Current or previous criminal charges for assault of client by partner/ex-partner
- Current or previous police involvement
- Objective assessment of client's current ability to protect self and children from further assault or harm
- Threat or attempts to self-harm
- Feelings of depression, anger, low self-esteem, suicidal thoughts, emotional distress or sleep disturbances
- Medical problems such as overuse of tranquillisers, or alcohol, drug or substance abuse
- Intimidation and harassment
- Client being denied access to funds, resources or medications
- Existing or previous orders relating to domestic violence (e.g. Apprehended violence order), or breach of orders
- Avoidance of discussion regarding possible abuse
- Implausible explanation for injuries
- Repeated requests for financial assistance
- Other factors that may indicate a history of violence
- Children's behaviour and developmental level
- Current behaviours of user of violence
- Frequent hospital visits/admissions
- Current or previous separation
- Family court and/or relationship history
- Implied or actual threats to harm the worker by user of violence

RANGE STATEMENT

- Appropriate persons may include:*
- Organisation management, colleagues, supervisor, team members
 - Acknowledged domestic violence issue specialists
 - Various community groups representing cultural, sub-cultural, religious, social, ethnic, gender, sexual identity, and age groupings within the community
 - Government representatives and service providers
 - Police
 - Family members, friends, care-givers
 - Specialist support services for people with specific needs
 - Behaviour change groups, such as users of violence groups, drug and alcohol groups
 - Support groups such as survivors/victims of violence groups, community houses, women's networks and refuges, professional associations
 - Authorities responsible for provision of community and justice administration services, for example, local councils, legal services, such as legal aid, and state and commonwealth agencies

Unit Sector(s)

Not Applicable

CHCCS521B Assess and respond to individuals at risk of suicide

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCCS521A Assess and respond to individuals at risk of suicide	CHCCS521B Assess and respond to individuals at risk of suicide	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes basic competencies required by community service workers to provide sensitive and effective intervention where risk of self-harm or suicide has been identified

The focus is on identifying and managing immediate suicide risk in the context of a supportive helping relationship that seeks to work collaboratively with the person at risk to achieve safe outcomes

Safe outcomes in this context include a clear safety plan for addressing any immediate danger to the person at risk or others, mobilising access to emergency medical help when needed and facilitating links with further care

The unit relates to managing imminent risk in ways which provide opportunity for more comprehensive assessment and the provision of further help

Application of the Unit

Application

This unit may apply to people in formal helping roles in any community service context or where caregivers encounter persons at risk of suicide

The focus of this unit is to provide a comprehensive response to manage situations where risk of suicide may be indicated, noting that self-harm may itself result in death - intentional or unintentional

The skills and knowledge included here are to be applied to minimise risk in presenting situations and refer appropriately for *ongoing support* where required

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Identify and assess the person's current suicide risk

1.1 Recognise and respond to signs, (such as statements, reactions, thoughts, feelings or behaviours) indicating that a person may be considering suicide

1.2 Attend to any hunches, while listening as a helper, perhaps from indirect communications, that suggest the client may be considering suicide

1.3 Ask directly about thoughts of suicide whenever there are grounds for concern

If suicide thoughts are present:

1.4 Seek sufficient understanding of why the person is considering suicide, and what links them to life, to inform and facilitate the intervention

1.5 Assess current suicide risk guided by risk assessment considerations outlined in the Range Statement and by whether there is an imminent threat to the person's safety or the safety of others

1.6 Follow steps outlined in elements 2, 3 and 4.

If the person indicates she/he is not thinking of suicide and no suicidal intent, plans, or behaviour are evident:

1.7 Work collaboratively with the person to provide support and facilitate access to further care as needed - guided by elements 3 and 4

1.8 Remain vigilant about any emerging indications of suicidality, prompting careful risk assessment and safe management as outlined in elements 1 and 2

ELEMENT**PERFORMANCE CRITERIA**

2. Work actively with the person to reduce the immediate risk of suicide and increase safety
- 2.1 Build a collaborative empathic relationship with person at risk that acknowledges how thoughts of suicide and the pain behind them may affect their safety
 - 2.2 Listen to what lies behind any thoughts of suicide while affirming and strengthening links to safety and living implicit in the helping relationship
 - 2.3 Work with person at risk to develop and follow through on a safety plan that reduces immediate danger of self-harm, risk of suicidal behaviour and/or suicide and mobilises access to emergency medical help when needed
 - 2.4 Manage intervention in ways that address and reduce any risk of harm to caregivers and others potentially at risk in the situation and remain mindful of circumstances where the police may need to be involved to address safety
 - 2.5 Seek and act on advice from workplace supervisor to ensure action taken is lawful, complies with good suicide intervention practice and organisation policies consistent with that practice, ethical processes and duty of care obligations
 - 2.6 Address work health and safety (WHS) obligations in relation to managing self and others
 - 2.7 Refer to health professionals where appropriate
3. *Facilitate and strengthen the individual's links to further care*
- Having worked with the person to take any steps needed to address immediate safety:
- 3.1 Encourage and enable capacity of person at risk and/or in crisis to make informed choices about further help that deals with their suicidality and associated needs for ongoing care
 - 3.2 Acknowledge how the current helping relationship has provided foundations for further care
 - 3.3 Explore and seek to understand and address any barriers to seeking or accepting help
 - 3.4 Develop, with the individual, a plan and agreed first steps, to access and utilise informal supports and professional help

ELEMENT

4. Provide further intervention support to resource the individual beyond immediate crisis

PERFORMANCE CRITERIA

When or if it is assessed that there is no imminent risk that needs to be immediately addressed:

- 4.1 Maintain open rapport with individual to encourage discussion of on-going concerns related to their situation generally and any suicide risk - focusing on what most needs attention now
- 4.2 Affirm person's decision to seek and accept help to keep safe and address their concerns
- 4.3 Review how and with whom they might seek help in future to keep safe and/or get support
- 4.4 Support individual to develop coping strategies (both internal and external) which prepare them to safely manage any recurrence of suicidal thoughts
- 4.5 Identify mental health concerns or personal circumstances (such as depression, trauma, substance misuse or significant losses) that need addressing and facilitate access to appropriate help
- 4.6 Ensure supports and coping strategies developed are documented and communicated as necessary to other members of work team
- 4.7 Comply with all laws, relevant ethical guidelines and policy requirements that affect duty of care

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Common indicators or signs of potential suicide risk, including risk of any type of self-harm
- Principles of crisis intervention, including relevant laws, ethical guidelines and policy requirements that support good care
- Policy around critical incidents and duty of care
- Principles and practices of suicide intervention including risk assessment, development of safety plans and facilitation of on-going support
- Procedures for obtaining assistance and making informed referrals to other agencies
- Procedures for facilitating emergency interventions
- Awareness of personal values, beliefs and attitudes which may facilitate or impede crisis care and suicide intervention
- Examination of common notions about suicide and sound suicide intervention practice in the light of available evidence
- Awareness of how other mental health issues may impact upon intervention
- Commitment to attend to the pain of the person at risk and work towards safe, life sustaining outcomes
- Principles of self care and support-seeking relevant to involvement in crisis and suicide intervention work

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate the capacity to work competently and independently according to the principles of effective practice and within general context of supervisory relationship
- Demonstrate accountability for own professional conduct and practice including:
 - carrying out assigned tasks

REQUIRED SKILLS AND KNOWLEDGE

- working effectively under the pressure of crisis situations
- maintaining the quality of services to clients
- strengthening links to life-sustaining options and supports in suicidal crises.
- demonstrating a commitment to attend to the pain of persons considering or affected by suicide and to work toward safe, life-affirming outcomes
- Facilitate links with higher levels of care and making referrals, including access to emergency medical help when needed
- Seek, integrate and apply learning from supervision and support

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - competent skills in communication, counselling and crisis intervention
 - competent suicide intervention, (including recognition, assessment and safe management of immediate suicide risk and facilitating links to further emergency help or general care as needed)
 - self-monitoring and self care
- Maintain documentation as required, including effective use of relevant information technology in line with WHS guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

- Context of and specific resources for assessment:*
- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resource requirements for assessment include access to a workplace or similar environment over a number of occasions

- Method of assessment may include:*
- Simulations
 - Case scenarios
 - Report writing including developing safety plans

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

General context of suicide self/harm work: Mental health or community support worker in a community, respite, residential or hospital setting

Identifying potential suicide risk involves:

- Avoiding assumptions about who may be at risk and being alert to potential risk on an individual basis in any situation
- Recognising potential warning signs that invite help and prompt enquiry about suicide
- Asking directly about thoughts of suicide when there are any grounds for concern

RANGE STATEMENT

Informed suicide risk assessments involve:

- Recognising that any suicide thoughts or acts of deliberate self-harm signal significant distress, pose potential risk of injury or death and should be taken seriously
- Assessing factors that indicate suicide risk which include, but are not limited to, the following:
 - concern is aroused by the presence of suicide thoughts and things often associated with these thoughts (such as a desire to escape pain that feels unbearable, a sense of hopelessness, current difficulty seeing alternatives to suicide and feeling alone)
 - immediate risk increases when someone has begun acting on their suicide thoughts or is preparing to do so (for example possible suicide in progress, presence of a suicide plan, available means) and / or has expressed suicidal intent
 - risk can be further exacerbated if the person is under the influence of excessive alcohol or other drug use
 - pertinent background factors, particularly prior suicidal behaviour and the presence of significant mental health problems, should be carefully assessed

A wide variety of contextual or personal considerations also help inform assessments and may include such things as significant loss, trauma, the impact of another person's suicide or a pattern of extreme agitation, anger / violent behaviour

- Identifying internal sources of safety and support (such as coping skills and beliefs) and those around them (such as family, friends and community services)
- Connections to life and living are usually present alongside thoughts of suicide and can provide foundations to build upon in increasing the safety of a person at risk

Safer outcomes include:

Recognising that:

- Vigilance about safety with all suicide related thoughts or behaviours is essential, even though the person may be influenced by a wide range of motives

RANGE STATEMENT

in considering or engaging in deliberate self-harm

- Risks to life and safety can often be greater than individuals recognise or intend, so safe outcomes are a primary focus, regardless of stated intentions

Developing or reactivating suicide safety plans tailored to meet the situation, but typically including the following processes and tasks:

- Affirm and build on the desire for help and safety implicit in the counselling relationship
- Work with the person at risk to identify and act on clear cooperative steps that reduce the immediate risk of self-harm / suicide over an agreed time period
- Focus specifically, in the first instance, on factors, plans and behaviours, including unsafe use of alcohol and other drugs that endanger the person at risk at this particular time and seek to engage them cooperatively in steps that safely manage and reduce these risks
- Explore ways of engaging others in the safety plan, such as in monitoring safe use of prescription medication/s
- Enable prompt, timely action that increases informal and professional support, mobilises access to emergency medical help when needed and reduces likelihood person will act on their suicidal thoughts
- Seek to create calm environment to promote safety for person at risk, caregiver and others involved in situation
- Access support and follow advice from organisation's supervisor/ coordinator that reflect lawful, good suicide intervention practice and follow crisis management and emergency procedures
- Attend to self and others in relation to WHS in the workplace

RANGE STATEMENT

Facilitate and strengthen the individual's links to further care includes:

- Affirming the first steps to further care already implicit the current crisis intervention relationship
- Encouraging further helping steps while acknowledging and addressing internal conflicts and external barriers to taking those steps
- Asking the person what assistance they would value most at this time
- Providing information and referral options to match the person's needs and specifically address their suicidality along with other concerns
- Exploring achievable steps to help the person strengthen their connections, relationships and formal / informal supports
- Supporting the person to determine how and when these supports and services can best be used

Ongoing support provision may include:

- Ongoing vigilance about identifying and managing suicide risk
- Use of effective communication skills to maintain rapport and morale
- Use of strengths-based approach to identify and encourage internal and external coping strategies and supports
- Debriefing to third parties potentially affected by the crisis
- Identifying underlying significant life issues and supporting the client to seek assistance around these issues e.g. feelings of remorse, guilt, sadness, anger, addiction, abuse, trauma, other mental health issues
- Supporting the client to access another service / agency / information
- Documenting work with person to ensure all plans and safeguards are communicated in work team
- Following policy relating to documentation, duty of care, confidentiality, and support planning

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Unit Sector(s)

Not Applicable

CHCCS419C Provide support services to clients

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS419B Provide support services to clients	CHCCS419C Provide support services to clients	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Amended related unit HLTFA311A. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to apply the basic elements of implementing services for people accessing community services organisations issues in a range of settings

It may be within an established plan of care

Application of the Unit

Application

This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. *Establish a working relationship with clients to assist them to identify their needs*

PERFORMANCE CRITERIA

- 1.1 Routinely use effective strategies to ensure:
- clients identify their needs and goals
 - individual and cultural differences are addressed
 - areas of resistance/conflict are identified and appropriately resolved
 - appropriate levels of consultation are implemented
 - the experience and life skills of the client are appropriately addressed
 - relevant information is collected
- 1.2 Implement processes to reach agreement on meeting procedures, consequences of actions and cooperative relationship
- 1.3 Clarify negotiable and non negotiable aspects of intervention
- 1.4 Define and maintain boundaries between client and worker, including roles, responsibilities and accountabilities, to ensure compliance with statutory requirements and duty of care responsibilities
- 1.5 Implement strategies to ensure all dealings with clients reflect appropriate expression of value systems and consideration of emotional impact of intervention
- 1.6 Use *appropriate communication and relationship building processes*
- 1.7 Discuss *possibilities and options for responding to client needs*, determine preferred actions and prioritise
- 1.8 Assist client to evaluate and select strategies to achieve their goals
- 1.9 Promptly and supportively *respond to clients in distress or crisis*, in accordance with *organisation policies and procedures*

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 2. Support clients to meet their needs | 2.1 Identify information and skills required by the client to meet their needs |
| | 2.2 Provide or develop opportunities to obtain information and develop skills |
| | 2.3 Provide individual and group support in accordance with resources and procedures |
| | 2.4 Explain the client's rights and responsibilities |
| | 2.5 Maintain confidentiality in accordance with organisation policies and procedures |
|
 | |
| 3. Promote preventative strategies | 3.1 Provide a full range of opportunities for clients to engaged in identification of problems and solutions |
| | 3.2 Employ a range of strategies to assist clients to meet specific targets and to gain control over their lives |
| | 3.3 Identify, develop and initiate an appropriate range of opportunities in accordance with organisation policies and procedures and client needs |
| | 3.4 Encourage and monitor client progress and involvement in activities and appropriate action taken to maximise individual skill development |
|
 | |
| 4. Review <i>work with clients</i> | 4.1 Review work with client within organisation policies and procedures and adapt strategies as appropriate |
| | 4.2 Review outcomes of client work with <i>supervisor and/or colleagues</i> in accordance with organisation policies and procedures |

ELEMENT	PERFORMANCE CRITERIA
5. Use self-protection strategies as required	<p>5.1 Use conflict resolution and negotiation as appropriate</p> <p>5.2 Take appropriate action to ensure the safety of self and others</p> <p>5.3 Acknowledge limits of own abilities and make referrals as appropriate</p> <p>5.4 Seek emergency <i>assistance</i> as required</p>
6. Refer clients	<p>6.1 Check services the client is already accessing with the client and the service/s</p> <p>6.2 Discuss suitability of <i>other services</i> with the client</p> <p>6.3 Support client to make contact with other services</p> <p>6.4 Provide follow up to determine the effectiveness of the referral</p>
7. Provide specialist services to clients	<p>7.1 Complete all appropriate documentation and maintain in accordance with organisation and statutory standards and requirements</p> <p>7.2 Implement procedures to ensure information sharing between key stakeholders is facilitated</p> <p>7.3 Ensure all dealings with the client/s reflect:</p> <ul style="list-style-type: none">• accepted organisation standards of behaviour• mutual respect• commitment to information sharing and dissemination• adherence to agreed plan• sensitivity to cultural, family and individual differences• ability to work with the client in the context of the family and broader community• application of the organisation's philosophy• compliance with statutory requirements and duty of care responsibilities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Understanding of role and responsibilities of self and other workers within the organisation
- Organisation policies and procedures as listed in the Range Statement
- Agency role, agency target group
- Issues affecting the client group
- Understanding relevant terminology related to the sector
- Awareness and understanding of issues relating to work in the sector
- Stigma, prejudice and common stereotypes relating to client issues
- Culture of service provision in the sector
- Relevant policy, regulatory, legislative and legal requirements relating to service provision
- Appropriate protocols and cultural systems relevant to work area
- Theories and methodologies related to work in the sector
- Child protection, mental health and AOD issues as they relate to work in the sector
- Working with individuals and groups
- Motivational interviewing techniques
- Service role and target groups
- Related agencies and referral procedures used by the organisation
- Awareness of own biases and beliefs
- Ethical obligations re: helping relations, confidentiality
- Rights of workers and clients
- Principles and practices of duty of care
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds
- Knowledge specific to working with people at risk of self-harm
- Relationships between service providers
- Relevant systems/networks in the local area
- Statutory requirements
- Where clients have mental health issues the following specific knowledge is required:

REQUIRED SKILLS AND KNOWLEDGE

- community correctional orders and mental health issues
- mental health promotion
- signs and symptoms of major mental illness
- Where clients have mental health issues the following specific knowledge is required (contd):
 - impact of mental illness and/or psychiatric disability on self-esteem, motivation, daily living skills
 - common medications for mental illness and their side effects
 - psychosocial treatment approaches
 - psychiatric disability
 - basic understanding of psychosocial rehabilitation processes
 - basic understanding of the range of clinical treatment and support services
- Where clients have housing issues the following knowledge is required:
 - understanding of language used in the community housing sector
 - awareness of housing issues
 - relationships between service providers
 - community housing systems/networks in the local area
 - culture of community housing provision
 - policy, regulatory, legislative and legal requirements including:
 - residential tenancy acts or equivalent
 - Privacy Act
 - legislation underpinning the principles of equal opportunity
 - Freedom of Information Act
 - Individual rights
 - National Housing Policy
 - National Housing Service Standards
 - Disability Services Acts and standards
- Where clients have AOD issues the following knowledge is required:
 - first aid certification or equivalent skills (as per unit HLTF311A Apply first aid) including cardio pulmonary resuscitation (CPR), bandaging, managing toxic substances, managing bleeding, managing broken bones, managing consciousness, managing choking and knowledge of coma positions
 - working with a range of different clients with AOD issues
 - conducting work role within established plans, procedures or programs
 - range of AOD specific services delivered by the organisation
 - AOD use, general effects on body systems and their functions and general social and psychological effects
 - drugs/substances most commonly used in local area
 - relationship between suicide and AOD use

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Effectively provide support to clients within organisation procedures
- Facilitate exploration of issues
- Establish role definitions
- Identify and work constructively with conflict and resistance
- Monitor own positions and reactions
- Clarify differences in perception
- Demonstrate problem exploration within a pro-active framework

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply strategies for self-protection and self care
- Apply strategies for dealing with aggressive or distressed people
- Demonstrate a non-judgemental approach to working with people
- Devise and develop tasks to help clients understanding and problem solving efforts
- Demonstrate constructive use of personal and professional authority and influence to support or confront
- Demonstrate application of skills in:
 - establishing rapport
 - effective active listening including questioning
 - interpretation of verbal and non-verbal communication
 - conflict resolution
 - problem solving
 - interpersonal relationship
 - networking and liaison with other services
 - crisis situation responses
 - report writing
 - supportive counselling
 - goal clarification
 - working with conflict, resistance and levels of risk
 - empathy, engagement and rapport building
 - communicating interest, respect and concern
 - articulating clearly boundaries of own role

REQUIRED SKILLS AND KNOWLEDGE

- recognising signs and triggers for dependency
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Consistency in performance should consider particular requirements of support provision delivered in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observations, questioning or evidence gathered from the workplace

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients include:

- Individual clients and families and support network of the client
- Members of the public seeking information

The contexts of working with clients include:

- Contact with a service on a voluntary or involuntary basis
- Contact with a statutory activity e.g. Notification, first juvenile offence
- Within an intervention
- Within a support activity or service

RANGE STATEMENT

Organisation policies and procedures may include:

- Emergencies
- Work health and safety (WHS)
- Referrals
- Reporting
- Goals, objectives and targets
- Accountability
- Code of conduct
- Confidentiality
- Grievance procedures

Establish a working relationship will be carried out within requirements established by:

- Commonwealth and State legislation
- International conventions relating to the rights of children and young persons
- Organisation policy and procedures
- Relevant program standards
- Organisation codes of conduct, ethics

Work with clients may:

- Occur at established premises or at other locations used by outreach, street, remote or off-site services
- Other locations may include the client's home, public places, workplaces or mobile service centres

Needs may include:

- Emotional support
- Social support
- Financial advice
- Cognitive/behavioural support
- Food and clothing
- Transport
- Emergency relief
- Legal advice
- Accommodation support
- Referral to other agencies
- Harm minimisation
- Financial device
- Consumables
- Legal advice

RANGE STATEMENT

- Appropriate communication and relationship building processes may include:*
- Engagement
 - Empathy
 - Non-judgemental manner
 - Active listening
 - Listening to the person
 - Acknowledging the person in a pleasant and accepting manner
 - Treating the person as an individual with their own life history, skills and interests
 - Rapport building
 - Warmth
 - Genuineness
 - Respect
- Possibilities and options for responding to client needs may include:*
- Referral of the client to a colleague within the organisation
 - Referral of the client to other agencies in accordance with organisation policies and procedures
- Respond to clients in distress and crisis will include:*
- Enlisting support and/or assistance from colleagues or emergency support as appropriate
 - Using calm and calming behaviour
 - Reporting incidents promptly and accurately
- Services should promote the client's independence and abilities and take into account their:*
- Preferences
 - Ability to communicate
 - Level of stress or anxiety
 - Behavioural disturbance e.g. tears, agitation, despair, elation, mood swings, disinhibition caused by acquired brain injury
 - Verbal or physical aggression
 - Inappropriate responses
 - Family and peer support/self help
 - Need for encouragement
 - Cultural/linguistic background
 - Social circumstances e.g. family and social support

RANGE STATEMENT

Client service processes may be informal and/or formal and may include:

- Problem solving techniques
- Evaluation
- Interviewing techniques
- Information provision
- Group work
- Individual support
- Working with carers and others
- Relaxation management
- Stress management
- Anger management
- Coping strategies
- Counselling and support groups

Work with clients may occur in any environment including:

- Social settings
- Home
- Drop in centres
- Workplace
- Vehicles/transport
- Cafes, shopping centres
- Structured programs
- Legal settings
- Other agencies or services

Supervisors and/or colleagues may include:

- People from other services
- Team members

RANGE STATEMENT

Assistance may be sought from:

- Other staff
- Clinical mental health services
- Acquired brain injury services
- Community based support services
- Legal services
- Hospitals
- Ambulance
- Police
- Interpreters
- Consumer consultants
- Transcultural consultants

Other services may include:

- Carer/consumer groups
- Psychosocial rehabilitation
- Accommodation
- Specialist disability
- Legal
- Day support
- Employment and/or skill development service e.g. Life or living skills
- Pre-vocational
- Leisure
- Recreation
- Education
- Social activities
- Neuropsychological assessment
- Behaviour consultancy services
- Clinical treatment
- Drug and alcohol
- Health
- Advocacy
- Respite
- Pharmacies
- Financial
- Torture/trauma
- Spiritual support

Unit Sector(s)

Not Applicable

CHCCM404A Undertake case management for clients with complex needs

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to provide case management to clients who have already been assessed and whose needs have been identified as extending across a number of areas, such as aged care, community care, disability, mental health, drugs, alcohol or homelessness

Application of the Unit

Application

This unit may apply to work in a range of community service contexts, including aged care and home and community care

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Work within a case management framework suitable for the client's needs

PERFORMANCE CRITERIA

- 1.1 Identify a range of *case management models* that have established effectiveness
- 1.2 Develop or adapt and apply case management processes appropriate to implementing statutory requirements
- 1.3 Develop or adapt and apply case management processes appropriate to the unique case management requirements of the client
- 1.4 Determine, with the client and relevant others, the outcome to be achieved through case management
- 1.5 Provide information of the case management process to the client and *relevant others*
- 1.6 Provide information on the client's role in the case management process
- 1.7 Provide information on rights of appeal and avenues of complaint so that the person understands their rights

ELEMENT**PERFORMANCE CRITERIA**

2. Identify services required to deal with the client's *complex needs*
 - 2.1 Work with the client to identify the range of issues that will require service input
 - 2.2 Work with the client to identify the interaction and relationships between the different presenting issues
 - 2.3 Work with the client to identify consequences of not addressing all of the issues
 - 2.4 Identify the full range of appropriate service and/or support options
 - 2.5 Provide information about different service and support options with details on aspects that may be appropriate for the client

3. Develop priorities for service and support inputs
 - 3.1 Work with the client to identify the priority for different service and support requirements
 - 3.2 Work with the client to identify possible timeframes and overlaps of service and support requirements
 - 3.3 Work with the client to identify their *capacity to meet the logistic requirements of services and supports*
 - 3.4 Respond to concerns about client self-harm and/or harm to others within statutory and duty of care requirements
 - 3.5 Provide information about referral procedures
 - 3.6 Determine the level of support the client will require to self refer
 - 3.7 Determine the roles of the client, relevant others and the worker in the referral process

ELEMENT

4. Implement and monitor agreed upon activities and processes

PERFORMANCE CRITERIA

- 4.1 Implement strategies to continually monitor the effectiveness of case management processes against agreed goals, relevant services and programs, client and stakeholder satisfaction
- 4.2 Assess the need for changes in case plan, including the need for ongoing intervention, and develop strategies for alternatives as appropriate
- 4.3 Successfully negotiate with relevant parties, any proposed changes arising from case review
- 4.4 Utilise processes for case closure as appropriate, to comply with organisation procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Different approaches and models of case management
- A full range of services and supports that might be needed
- Indicators of imminence of self-harm or harm to others
- Referral requirements of services
- Organisation procedures and standards
- Formal meeting processes
- Relevant policy, procedures, legislation and statutory mandates
- Cultural protocols and systems
- Family structure, dynamics, communication and decision-making
- Relevant documentation protocols
- Range of available services and supports

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Implement case management model in line with organisation policies and procedures
- Conduct research to locate a wide range of service and support options based on individual needs
- Facilitate a person's active involvement in service planning and monitoring
- Match individual needs with service and support options
- Identify indicators of imminent self-harm or harm to others
- Identify and gain agreement on role boundaries
- Apply organisation statutory and legislative requirements

In addition, the candidate must be able to effectively do the task outlined in elements and

REQUIRED SKILLS AND KNOWLEDGE

performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - planning, decision-making and goal setting
 - defining boundaries
 - planning and goal setting
 - facilitation
 - assertion
 - high level writing skills
 - interpersonal and communication
 - supervision and delegation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment should include a range of case management plans to reflect the normal range of workplace activities

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to:
 - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
- Method of assessment:*
- Assessment may include observation, questioning and evidence gathered from the workplace or simulated environment

Range Statement

RANGE STATEMENT

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Case management models may include current practices across a range of sectors, including:

- Youth
- Home and community care
- Disability
- Mental health
- Alcohol and other drugs (AOD)
- Aged care
- Homelessness
- Trauma

Relevant others may include:

- Family members
- Primary carer
- Friends
- Neighbours
- Other services

Complex needs may include:

- Clients requiring multiple service types
- Clients with a range of needs that cannot be met by one service type
- Clients who have family and carer needs that require additional service inputs

Client capacity to meet the logistic requirements of services and supports may include:

- Time to participate in services and supports
- Transport
- Cost
- Level of wellness
- Willingness to engage in services and supports

Unit Sector(s)

Not Applicable

CHCCM401D Undertake case management

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to participate in carrying out specific activities in a case/care plan

Application of the Unit

Application

This unit may apply to work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1. Provide for client needs and monitor progress on a regular basis | 1.1 Provide for client <i>needs</i> and contribute to the case/care plan
1.2 Discuss feedback on case management implementation with client and relevant parties, and feed into case review processes as appropriate |
| 2. Promote client's development | 2.1 Take appropriate action according to the skill plan
2.2 Identify opportunities for enhancing learning and take appropriate action to promote involvement of clients
2.3 Take appropriate action to remove barriers, attract learning and enhance client development
2.4 Use appropriate communication to promote involvement in learning activities
2.5 Provide all relevant parties with feedback on client progress and involvement in learning activities
2.6 Provide clients with appropriate encouragement, reinforcement and feedback to maximise learning outcomes |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Awareness of overall direction of case plan
- Family structure and dynamics, communication and decision-making
- Range of services available
- Awareness of statutory requirements
- Indicators of abuse and intervention strategies

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Observe and collect feedback about behaviour, actions and progress
- Identify limits of role and taking actions to contact appropriate people
- Present information and feedback within informal and formal settings
This may include oral communication skills and written communication skills, and will depend on the format required by the organisation for presenting feedback to supervisors

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Assess progress on goals and activities
- Demonstrate application of skills in:
 - objective observation of behaviour
 - stress management
 - behaviour management

REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment should include a range of case management plans to reflect the normal range of workplace activities

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
 - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from the workplace or simulated environment, including written case studies

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The contexts for monitoring activities within case plan include:

- Placement setting; e.g. home, alternative care placement, and detention facility
- Client/s involvement

Needs are identified within requirements established by:

- International, commonwealth and state legislation
- Organisation policy and procedures
- Relevant program standards

RANGE STATEMENT

Needs are identified for the purpose of:

- Reporting
- Planning for the full range of support e.g. day to day care, mid term care, and family support
- Planning activities and/or programs

Feedback mechanisms include:

- Communicating daily with client or significant others about meeting of needs
- Participating within a case conference
- Recording observations about progress on activities

Unit Sector(s)

Not Applicable

CHCCH522B Undertake outreach work

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCH522A Undertake outreach work	CHCCH522B Undertake outreach work	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to work in an outreach capacity with vulnerable or at risk groups such as those experiencing homelessness, mental health, alcohol or other drugs (AOD) issues

Application of the Unit

Application

This unit addresses workers who are required to deliver services to people who are experiencing homelessness, risk of being homeless, mental health or AOD issues

It includes preparation and follow up as well as working safely in an unfamiliar and potentially unpredictable environment

Application of this unit should be contextualised to reflect any specific work requirements and practices

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Prepare for outreach work

1.1 Establish where *outreach service* is to take place and purpose of service

1.2 Clarify *history of service and/or client* in relation to unexpected issues and needs

1.3 Identify any *potential risks or issues* in *environment* of intended visit

1.4 Prepare *resources and documents* required to undertake outreach activity including contingency plan

1.5 Allow time in schedule for contingencies

1.6 Ensure organisation and co-workers are aware of intended time and place of outreach activity and contact details

1.7 Develop respect for and understanding of the environment and culture of the setting where outreach is being conducted

1.8 Assess boundaries of practice

ELEMENT**PERFORMANCE CRITERIA**

2. Undertake outreach service

- 2.1 Check for *hazards* to own and others' health and safety and take action to control risk
- 2.2 Follow agency's outreach policies
- 2.3 Take standard safety precautions and where required, take additional precautions
- 2.4 Demonstrate respect for clients and each client's environment and act with sensitivity in the environment
- 2.5 Demonstrate respect for client's friends/associates should they be present and act with sensitivity in the environment
- 2.6 Identify risk management practices appropriate for outreach setting
- 2.7 Follow risk management practices developed to address own role in delivering services
- 2.8 Demonstrate and apply understanding of relevant legislation

3. Establish client relationship

- 3.1 Communicate with purpose of visit and confirm acceptance regarding outreach service
- 3.2 Communicate with client and others in the environment in a manner that builds trust
- 3.3 Utilise a client-centred approach when establishing a relationship
- 3.4 Provide opportunity for client to identify and express any issues or concerns in relation to the service and/or associated matters
- 3.5 Provide appropriate support and information within scope of own work role and record and report relevant issues or concerns promptly to appropriate person
- 3.6 Deal with difficult or challenging situations promptly, firmly and diplomatically in accordance with relevant policies and procedures

ELEMENT

4. Follow up outreach service

PERFORMANCE CRITERIA

4.1 Document all aspects of the outreach service in line with organisation policies and procedures

4.2 Promptly report and refer any *areas of concern* to an appropriate person or authority

4.3 Ensure any arrangements for follow up visits are recorded and implemented

4.4 Evaluate overall effectiveness of outreach services provided

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Work health and safety (WHS) issues and procedures in relation to working in unfamiliar and unpredictable environments
- Best ways to contact clients and predict client movements
- Safety practices in relation to own work role and applied to working in unfamiliar and unpredictable environments
- Legislative, regulatory and organisation requirements relating to reporting issues
- Primary, secondary and tertiary definitions of homelessness
- Historical and structural causes of homelessness
- Political and economic context of homelessness
- Current issues facing clients and existing services to address their needs and rights
- Principles and practices of ethics and values
- Principles and practices of confidentiality
- Principles and practice of duty of care
- Legal system
- Courts
- Range of issues impacting on people who are experiencing homelessness, mental health issues, drug and/or alcohol issues
- Consumer needs and rights including duty of care
- Principles of client empowerment/disempowerment
- Principles of access and equity
- Boundaries of outreach practice
- Knowledge of debates associated with public space
- Behavioural impacts of mental health conditions
- Behavioural impacts of drugs and/or alcohol
- Social justice principles
- Crisis response
- Crisis debriefing
- Personal values
- Personal boundaries

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Prepare appropriately for outreach services
- Work with others and display understanding of issues relevant to outreach services
- Communicate clearly and sensitively with clients who are experiencing homelessness, risk of homelessness, mental health or AOD issues

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use problem solving skills, including the ability to use available resources in a potentially difficult environment
- Use language, literacy and numeracy skills to:
 - communicate in English and/or community language, depending on client group
- Use oral communication skills, including:
 - asking questions
 - providing clear information
 - listening to and understanding workplace instructions
 - clarifying workplace instructions when necessary
- Demonstrate safe and effective use of workplace technology in line with WHS guidelines
- Work autonomously
- Work within a multi-disciplinary team

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- This unit will be most appropriately assessed in the workplace and under the normal range of workplace conditions
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include:
 - access to appropriate workplace where assessment can take place
 - relevant organisation policy, protocols and procedures
 - access to equipment and resources normally used in the workplace

EVIDENCE GUIDE

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Outreach service may include:

- Provision of a range of services
- Meetings with clients to establish needs
- Delivery of products, materials or equipment
- Consultation with client and/or others
- Regular or planned follow up

History of service and/or client may include

- Type of service previously delivered
- Issues related to delivery of service
- Client issues, including reasons for specific issues, such as homelessness
- Accessibility to services

RANGE STATEMENT

Potential risks and issues may include but are not limited to:

- Worker unable to obtain safe access to environment
- Interpreter required
- Unpredictable client behaviour (e.g. aggression, dementia, mental health issues, alcohol and other drugs (AOD) issues)
- Specific identified health and safety risks
- Client in need of basic supplies (e.g. food or medication)
- Hazardous environments
- Infection risks
- Client friends/acquaintances

Environment may include:

- Squats
- Empty buildings
- Outdoor areas including parks, under bridges etc
- Churches
- Food/coffee sites
- Shopping malls
- Friend's accommodation
- Boarding/community rooming houses
- Transitional housing properties

Resources and documents may include:

- Equipment
- Document relevant to outreach service
- Safety equipment such as mobile phone/radio

Hazards include:

- Safety of physical environment
- Number of people in area
- Infection control practices

Areas for concern may include but are not limited to:

- Client very sick, injured or deceased
- Signs of violence or abuse (physical or mental)
- Signs of neglect
- Signs of deterioration of client's physical or mental condition
- Client in need of basic supplies (e.g. food, other consumables or medication)

Unit Sector(s)

Not Applicable

CHCCH427B Work effectively with people experiencing or at risk of homelessness

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCH427A Work effectively with people experiencing or at risk of homelessness	CHCCH427B Work effectively with people experiencing or at risk of homelessness	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required for working with people who are experiencing homelessness or risk of becoming homeless, including women and children experiencing family violence

Application of the Unit

Application

This unit may be applied in a range of community services work contexts, working with people who are homeless

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Develop knowledge of causes and impacts of homelessness
 - 1.1 Demonstrate consideration of the changing social, political and economic *context* in which homelessness occurs
 - 1.2 Demonstrate understanding of the historical context of homelessness, supported housing, transitional housing and crisis housing
 - 1.3 Demonstrate understanding of the structural causes which allow and maintain homelessness
 - 1.4 Apply knowledge of the current issues which impact on homelessness
 - 1.5 Identify additional barriers in accessing safe, secure housing for *people in specific circumstances* experiencing homelessness or risk of becoming homeless
 - 1.6 Demonstrate understanding of the complexity surrounding family violence
 - 1.7 Collect and use the views of key *stakeholders and representatives* from relevant target groups when collecting information about homelessness

ELEMENT**PERFORMANCE CRITERIA**

2. Demonstrate commitment to the central philosophies and legal requirements of working with people who are experiencing homelessness or risk of becoming homeless
- 2.1 Demonstrate consideration and understanding of the *underpinning values and philosophies* of working with people who are experiencing homelessness or risk of becoming homeless
- 2.2 Work within relevant service standards and guidelines
- 2.3 Demonstrate understanding of the legal requirements when dealing with young people who are experiencing homelessness or risk of becoming homeless
- 2.4 Demonstrate understanding of the legal requirements when dealing with people who are experiencing family violence
- 2.5 Demonstrate understanding of duty of care requirements and the law of negligence in delivering services to those experiencing homelessness or risk of becoming homeless
- 2.6 Demonstrate a *commitment to access and equity principles* in all work
- 2.7 Where appropriate, ensure opportunities are provided for client participation in service planning and support activities
- 2.8 Identify personal values and attitudes regarding homelessness and take these into account when planning and implementing work activities

ELEMENT**PERFORMANCE CRITERIA**

3. Develop a professional rapport with people who are *experiencing homelessness or risk of becoming homeless*
- 3.1 Conduct interpersonal communication in a manner that enhances a client-centred approach consistent with organisation standards
 - 3.2 Communicate with clients respectfully and in a manner that builds trust
 - 3.3 Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices
 - 3.4 Recognise how one's own ethnicity, religion, class and gender will affect interactions with clients
 - 3.5 Recognise the communication needs of clients who are experiencing homelessness or risk of becoming homeless
 - 3.6 Define boundaries and use communication skills that will establish a trusting and respectful relationship
 - 3.7 Take appropriate measures to resolve conflict and interpersonal differences
4. Address issues associated with people who are experiencing homelessness or risk of becoming homeless
- 4.1 Evaluate personal safety of those experiencing homelessness or risk of becoming homeless
 - 4.2 Make appropriate referrals to ensure client's safety requirements are met
 - 4.3 Recognise trauma and refer to appropriate personnel or services
 - 4.4 Evaluate issues impacting on the person's homeless situation and modify approach appropriately
 - 4.5 Support clients to deal with a range of complex issues
 - 4.6 Work with client to identify potential solutions to complex issues raised including referral to appropriate services and personnel
 - 4.7 Support clients to deal with discrimination
 - 4.8 Advocate as required to facilitate addressing of issues on behalf of people who are experiencing homelessness or risk of becoming homeless

ELEMENT**PERFORMANCE CRITERIA**

5. Support people who are experiencing homelessness or risk of becoming homeless

5.1 Advocate and negotiate in conjunction with clients where appropriate

5.2 Support clients to advocate and/or negotiate on their own behalf

5.3 Effectively negotiate and create access pathways with support services and the full range of social and private housing providers

5.4 Use a range of advocacy techniques to support people from differing cultural backgrounds, in addition to gender sensitive and age appropriate practice

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Own work role within the context of delivering services to homeless people
- Organisation's role within the context of the sector
- Principles of community delivered service provision
- Primary, secondary and tertiary definitions of homelessness
- Holistic and client-centred service
- Principles of client empowerment/disempowerment
- Principles of access and equity
- Policy, regulatory, legislative and legal requirements include:
 - community service standards and guidelines
 - relevant guidelines and requirements
 - residential tenancy legislation or equivalent
 - legislation underpinning the principles of privacy, equal opportunity, individual rights, and freedom of information
 - Human Rights Charter or equivalent

and may include:

- housing legislation, as appropriate
- National Community Housing Standards
- waiting list guidelines
- Disability Services Act and standards
- child protection
- national housing policy
- Cooperatives Act or other equivalent governing legislation
- relevant state based legislation
- Historical and structural causes of homelessness
- Gender context of homelessness
- Political and economic context of homelessness
- Current issues facing clients and existing services to address their needs and rights

REQUIRED SKILLS AND KNOWLEDGE

- Principles and practices of ethics and values
- Principles and practices of confidentiality
- Principles and practice of duty of care
- Legal system:
 - courts
 - police powers
 - court reports
 - relevant state residential tenancy tribunals
- Range of issues impacting on people who are experiencing homelessness or risk of becoming homeless
- Understanding of the case management framework
- Understanding of the pathways of the homelessness service system including crisis, transitional, community housing, public housing, housing associations, cooperatives

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work within the case management framework
- Work within relevant legislation
- Demonstrate a range of communication styles to engage a broad cross section of those experiencing homelessness for example young people, those with cultural differences, women and children experiencing family violence

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Conduct interpersonal communication with clients and other stakeholders
- Prepare reports so that the information and organisation of information is appropriate to its purposes and audience
- Work individually or as part of a team
- Demonstrate the application of skills in:
 - problem solving
 - effective use of relevant information technology in line with work health and safety (WHS) guidelines
 - create access pathways for transient, marginalised clients
 - recognising indicators of family violence, mental health issues, substance abuse and child protection issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions
- This unit is recommended to be assessed in conjunction with all other specialisation units selected as part of a qualification or skill set

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
 - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects of this unit in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Context includes:

- Statutory framework within which work takes place
- Historical context of work e.g. changing role of social housing in the overall context of housing provision; changing approaches to working with clients/service users/members/tenants
- Changing social context of work e.g. client-centred approach, changing government and societal views of not-for-profit housing, approaches to working with clients/service users/members/tenants
- Political context e.g. government policies and initiatives affecting social housing work
- Economic context e.g. the current economic situation as it relates to and affects social housing and the subsequent impact on client needs
- International/United Nations conventions, such as Human Rights and Convention on the Rights of the Child - CROC
- State based Human Rights Charters

People in specific circumstances include:

- Young people
- Indigenous people
- Gay, lesbian, bisexual, transgender and inter-gender people

Different models of work in the sector may include:

- Community development and education
- Case management
- Social housing provision
- Housing information and referral
- Outreach work

Stakeholders and representatives may include:

- Clients/service users/members/tenants
- Local community
- Community organisations
- Government representatives and service providers
- Peak bodies and networks in the sector
- Management, colleagues, team members

RANGE STATEMENT

The underpinning values and philosophies may include:

- A social justice perspective
- Community development approach
- Housing as a right not a privilege
- A holistic and client-centred approach
- Commitment to meeting the needs and upholding the rights of clients
- Commitment to empowering the client

A commitment to access and equity principles includes:

- Creation of a client oriented culture
- A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers
- Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, gender, religious, economic, social

Experience of homelessness may impact:

- Those who are homeless
- Those at risk of becoming homeless
- Young people
- Older people
- Families
- Gay, lesbian, bisexual, transgender, inter-gender
- Those exiting institutions - prisons, hospital
- Those with mental health issues
- Those with alcohol and/or other drug issues
- Those who are experiencing financial hardship

Unit Sector(s)

Not Applicable

CHCCH301C Work effectively in social housing

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCH301B Work effectively in social housing	CHCCH301C Work effectively in social housing	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required for the context within which social housing work occurs

Application of the Unit

Application

This unit may be applied in the social housing context of community services work

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Work within the *context* of the social housing sector

1.1 Work with an understanding of the role of the social housing sector

1.2 Ensure all work in the sector reflects consideration of the historical *context* of the sector

1.3 Ensure all work reflects consideration of the changing social, political and economic context, including community housing, public housing, homelessness, supported housing, transitional housing and crisis housing

1.4 Apply legal and ethical requirements appropriate to work role

2. Develop knowledge of the social housing sector

2.1 Apply knowledge of the *current issues* which impact on the sector and *different models of work*

2.2 Collect and use the views of key *stakeholders and representatives* from relevant target groups when collecting information about the social housing sector

ELEMENT**PERFORMANCE CRITERIA**

3. Demonstrate commitment to the central philosophies of the social housing sector
- 3.1 Demonstrate consideration and understanding of the *underpinning values and philosophies* of the sector in all work undertaken
- 3.2 Demonstrate a *commitment to access and equity principles* in all work in the sector
- 3.3 Where appropriate, ensure clients participate in all aspects of service planning and support activities as required
- 3.4 Identify personal values and attitudes regarding social housing and take these into account when planning and implementing all work activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Components and structure of the social housing sector (range and variety of service provision) including:
 - homelessness
 - crisis management
 - crisis refuges - youth and family violence
 - cooperatives
 - transitional housing and
 - long term housing
- Causal and structural issues of homelessness
- Context of social housing provision, including: historical, social, political and economic aspects
- Current issues facing clients and existing services to address their needs and rights
- Early intervention including sustaining tenancies
- Funding requirements
- Holistic and client-centred service
- Impact of homelessness including social, economic and psychological
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds
- Legal system:
 - courts
 - police powers
 - court reports
 - tribunals
- Organisation procedures relating to:
 - safety issues and prevention in social housing work, including basic home fire safety
 - emergency response
 - security
- Organisation's role within the context of the social housing sector

REQUIRED SKILLS AND KNOWLEDGE

- Own work role within the context of the social housing sector
- Policy, regulatory, legislative and legal requirements include:
 - residential tenancy legislation or equivalent
 - housing legislation, as appropriate
 - legislation underpinning the principles of privacy, equal opportunity, individual rights, and freedom of information
 - Human Rights Charter or equivalent

and may include:

- National Community Housing Standards
- community service standards and guidelines
- SAAP guidelines and requirements
- Disability Services Act and standards
- national housing policy
- Cooperatives Act or other equivalent governing legislation
- relevant state based legislation
- Principles of access and equity
- Principles of client empowerment/disempowerment
- Principles of community delivered service provision
- Principles and practices of:
 - ethics and values
 - confidentiality
 - duty of care
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability

Essential skills:

It is critical that the candidate demonstrate the ability to apply knowledge of:

- Own work role within the context of the social housing sector
- Organisation's role within the context of the social housing sector

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Conduct interpersonal communication with clients and other stakeholders
- Demonstrate the application of skills in:
 - problem solving

REQUIRED SKILLS AND KNOWLEDGE

- effective use of relevant information technology in line with work health and safety (WHS) guidelines
- Prepare reports so that the information and organisation of information is appropriate to its purposes and audience
- Recognise and act upon opportunities to enhance sustainability in the workplace
- Work as part of a team or as a sole worker

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions
- This unit must be assessed with all other specialisation units chosen as part of a package at a particular Australian Qualifications Framework level

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to:
 - an appropriate workplace where assessment can take place
 - simulation of realistic workplace setting for assessment
- Method of assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
 - Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Context includes:

- Changing social context of work e.g. consumer centred approach, changing government and societal views of not-for-profit housing, approaches to working with clients/service users/members/tenants
- Economic context e.g. the current economic situation as it relates to and affects social housing and the subsequent impact on client needs
- Historical context of work e.g. changing role of social housing in the overall context of housing provision; changing approaches to working with clients/service users/members/tenants
- Political context e.g. government policies and initiatives affecting social housing work
- Statutory framework within which work takes place

Current issues include:

- Complex needs
- Disability
- Domestic and family violence
- Drug and alcohol issues
- Homelessness and risk of homelessness
- Housing availability and affordability
- Mental health
- Needs of migrants and recent arrivals

RANGE STATEMENT

Different models of work in the sector may include:

- Case management
- Community development and education
- Homelessness and crisis management (within confines of organisation policy and guidelines)
- Housing management
- Tenancy advice/advocacy
- Tenancy management
- Tenancy support

Stakeholders and representatives may include:

- Community organisations
- Consumers/service users/clients/members/tenants
- Government representatives and service providers
- Local community
- Management, colleagues, team members
- Peak bodies and networks in the sector

The underpinning values and philosophies of the sector may include:

- A holistic and consumer-centred approach
- A social justice perspective
- Commitment to empowering the client
- Commitment to meeting the needs and upholding the rights of consumers
- Community development approach
- Housing as a right not a privilege

A commitment to access and equity principles include:

- A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers
- Creation of a consumer oriented culture
- Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social

RANGE STATEMENT

Basic home fire safety includes knowledge of:

- Behaviour that may contribute to fire injury and/or fatality
- High fire risk groups
- Optimum placement of smoke alarms
- Referring client for smoke alarm installation and maintenance
- Role of a working smoke alarm
- Smoke alarm testing and cleaning
- Types of smoke alarms

Unit Sector(s)

Not Applicable

CHCCED511A Develop, implement and review sexual and reproductive health education programs

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to develop, deliver and evaluate sexual and reproductive health education programs

Application of the Unit

Application

This unit is intended for application in a range of community service work and client education contexts

This unit is suitable for application by those with competence in training small groups

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Identify community issues relating to sexuality and sexual health and well being

PERFORMANCE CRITERIA

- 1.1 Access and interpret community demographics, social trends and indicators
- 1.2 Analyse community access to health resources
- 1.3 Consider preventative strategies for community health and well being
- 1.4 Access policy directions and legal requirements to ensure currency
- 1.5 Review social support networks for groups presenting with issues

2. Provide a positive learning environment

- 2.1 Review own *attitudes and values* in relation to sexual and reproductive health and the impact they have on providing an effective *education program*
- 2.2 Model the application of social justice principles
- 2.3 Structure learning programs to demonstrate valuing of diversity and individual choice

ELEMENT

PERFORMANCE CRITERIA

3. Design educational program to meet identified needs
 - 3.1 Assess the need for education in the areas of sexuality and sexual health to address specific target group needs
 - 3.2 Plan the method of delivery to meet the specific needs that have been assessed, such as small group or one to one education
 - 3.3 Design programs that are culturally inclusive from a broad range of perspective
 - 3.4 Utilise learning strategies and resources to enhance feelings of mutual respect that reflect the responsibilities of staff
 - 3.5 Develop strategies that facilitate clients to explore their own values and beliefs around sexuality
 - 3.6 Respond to issues of disclosure and privacy according to organisation policies and procedures

4. Evaluate program delivery and effectiveness
 - 4.1 Measure changes in target group awareness of methods to improve sexual health and compare to the base line need
 - 4.2 Access input from other service providers in the broad area of sexuality and sexual health to determine trends in behaviour
 - 4.3 Access feedback from participants in the course or from one to one session and analyse it for improvement opportunities
 - 4.4 Consider possible impact of broader social and policy issues as part of course *evaluation* and revision
 - 4.5 Review and improve upon course documentation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Community demographics, social trends and indicators
- Social justice principles
- Current organisation policy in relation to sexual and reproductive health initiatives and associated legal requirements
- Demonstrated awareness of own personal and social values and attitudes and their impact on education program development and delivery
- Knowledge of community resources and organisations
- Knowledge and understanding of:
 - the anatomy and physiology of human sexuality
 - sexual function and dysfunction
 - pregnancy, birth and contraception
 - reproductive and sub-fertility issues
 - STIs, HIV and safer sex issues
 - sexuality events in the life cycle
 - sexuality development across the lifespan
 - sexual assault and harassment
 - sexual identity and orientation
 - legal and ethical issues in sexuality
 - sexuality and disability
 - sexuality in cultural contexts
- Effective sexuality education
- Sexual health promotion and policy

Essential skills:

REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Access and interpret available information to determine:
 - community demographics, social trends and indicators
 - community access to health resources
 - appropriate preventative strategies for community health and well being
 - relevant community support networks to address presenting sexual and reproductive health issues
- Assess the need for education in sexuality and sexual health
- Plan education program to address identified needs, using appropriate learning strategies and resources

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Facilitate client exploration of their values and beliefs around sexuality
- Respond to issues of disclosure and privacy according to organisation policies and procedures
- Evaluate program delivery and effectiveness and revise program accordingly
- Structure learning programs to demonstrate valuing of diversity and individual choice
- Provide sexuality education in a non-judgemental manner
- Demonstrate understanding of own attitudes and values and impact on services
- Create a positive learning environment and practice basic group work skills
- Develop, implement and evaluate sexuality education programs
- Work with a range of communities, groups and individuals

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all aspects of the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Impact of own attitudes and values may be via:

- Body language
- Verbal
- Choice of contact
- Choice of activities
- Structure of group dynamics

RANGE STATEMENT

Attitudes and values include in relation to:

- Sexual orientation
- Sexuality and ageing
- Sexuality and disability
- Sexual harassment

Education program includes those related to:

- HIV
- Hepatitis
- Sexually transmitted infections
- Safe sex practices
- Human reproduction
- Pregnancy
- Contraception
- Sexual health

Evaluation includes:

- Client survey instruments
- Seeking verbal feedback and affirmation from clients
- Follow up interviews with clients, their family and carers

Unit Sector(s)

Not Applicable

CHCCD401E Support community participation

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCD401D Support community participation	CHCCD401E Support community participation	Updated Health Promotion legislation in Essential Knowledge. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to provide a range of opportunities for community groups and individuals to participate and design cooperative arrangements for addressing common concerns

Application of the Unit

Application

This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Work with individuals and the community to promote participation

PERFORMANCE CRITERIA

- 1.1 Undertake work to identify key community issues to be addressed
- 1.2 Undertake planning to address community issues to ensure:
 - appropriate policies and *strategies* are developed
 - adequate resourcing is identified
 - *key people* are consulted
 - identified needs are addressed
- 1.3 Ensure processes are forward looking and proactive
- 1.4 Use appropriate interpersonal and networking skills to enlist support from *key people* and groups
- 1.5 Provide *opportunities* for community input to planning provision of services
- 1.6 Guarantee community input and participation in services

ELEMENT**PERFORMANCE CRITERIA****2. Support existing community activities**

- 2.1 Undertake appropriate review of the relevance of existing community activities, based on changing community needs
- 2.2 Provide relevant support and assistance to existing community activities to obtain additional resources required for effective operation
- 2.3 Provide support to community groups to monitor and evaluate processes, progress and outcomes of activities
- 2.4 Provide appropriate support to community groups to become self managing in the implementation of plans

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Community development methods and their principles and practices
- Funding sources and their policies and strategies for encouraging community input and participation
- budget and funding allocation
- Local, state and federal strategies/legislation

Health promotion (as per Ottawa Charter for Health Promotion (1986), the Jakarta Declaration on Leading Health Promotion into the 21st Century (1997) and the Bangkok Charter for Health Promotion in a Globalized World (2005))

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate the capacity to undertake a range of activities to ensure appropriate participation by groups and individuals in community based activities

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Work with key people or stakeholders in the community
- Demonstrate application of skills in:
 - research relating to the community
 - policy development
 - report writing, including effective use of relevant information technology in line with work health and safety (WHS) guidelines
 - evaluating effectiveness of community based activities
 - budgeting

REQUIRED SKILLS AND KNOWLEDGE

- negotiation, liaison, networking
- marketing
- facilitation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to appropriate structures, people or organisations for assessment of ability to work with key people or stakeholders in the community

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Working with the community may include activities associated with:

- Health promotion
- Community service delivery
- Community projects
- Community development
- Community action
- Community planning
- Consultative and planning committees
- Sector development structures

Opportunities for community members and groups to participate may include:

- Systems within and outside the organisation
- Activities at program, operative and management levels
- Formal and informal systems
- Focus groups on relevant issues
- Inviting community participation on organisation committees e.g. quality assurance committees, ethics committees
- Through publications
- Group facilitation
- Peer education/training
- Seminars and workshops

Key people may include:

- Advocacy groups
- Policy and decision-makers in the specific community
- Individuals, groups or communities most likely to be affected by strategies or action plans
- Community leaders
- People with formal and informal representative roles

RANGE STATEMENT

Strategies which the worker may develop may include:

- Development of new business, employment opportunities for individuals
- Establishment of advocacy groups
- Health promotion activities
- Development of community facilities
- Strategies to increase access to facilities, services or decision-making
- Providing direction, advice and information

Information and resources may include:

- Equipment
- Staff skills and time
- Provision of facilities
- Educational materials
- Funding
- Skills/administrative support
- Physical, transport, venues, material, equipment
- Developmental training
- Financial

Unit Sector(s)

Not Applicable

CHCAOD408B Assess needs of clients with alcohol and-or other drugs issues

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCAOD408A Assess needs of clients with alcohol and/or other drugs issues	CHCAOD408B Assess needs of clients with alcohol and/or other drugs issues	Unit descriptor updated. Significant changes to range statement. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Amended related unit HLTFA311A and HLTFA412A.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to assess client needs in the context of identifying options for delivery of community services to support their needs

This unit includes applying standard processes and procedures to providing a comprehensive assessment of clients' alcohol and/or other drugs (AOD) and other needs, including referring clients to other services, as required

Application of the Unit

Application

The skills and knowledge of this unit of competency are used by workers to conduct an assessment and determine eligibility for service provision

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Prepare for *assessment*
 - 1.1 Conduct discussions with the client to identify reasons for seeking help and *other related information* that may assist in establishing a basis for further work
 - 1.2 Explain to *client* organisation parameters of confidentiality and policy/procedures
 - 1.3 Inform the client of the purpose and process of the assessment
 - 1.4 Confirm the client's understanding of the purpose and process of assessment
2. Conduct assessment
 - 2.1 Take *client's drug use history* in accordance with organisation policies and procedures
 - 2.2 Identify and clarify any previously identified co-morbidity / dual diagnosis in consultation with relevant health or community services professionals
 - 2.3 Assess the *current status of the client* using standardised AOD screens and from discussion with client
 - 2.4 Use established assessment procedures and protocols to identify issues related to client health in collaboration with relevant health professional as required
 - 2.5 Assess patterns of use with established assessment procedures and protocols
 - 2.6 Assess level of dependence with established assessment procedures and protocols
 - 2.7 Identify *indicators of other issues* that may affect work with the client through observation and questioning
 - 2.8 Provide a suitable and comfortable environment for the assessment
 - 2.9 Comply with the guidelines when conducting the assessment
 - 2.10 Conduct assessment in a fair manner
3. Identify and respond to need for referral
 - 3.1 Identify client issues that are outside the scope of the service and/or the scope of the worker
 - 3.2 Identify *appropriate service and other support options*

ELEMENT	PERFORMANCE CRITERIA
	3.3 Inform the client of possible options
	3.4 Inform the client of the reasons for seeking other service and support options
	3.5 Confirm the client's understanding of options
	3.6 Work with the client to determine referral options and responsibilities
	3.7 Where appropriate, make referral with client consent and within organisation policy and procedures
4. Interpret and report on assessment results	4.1 Record assessment results according to defined guidelines
	4.2 Interpret assessment results according to defined guidelines
	4.3 Apply organisation criteria to determine entry or exclusion to services
	4.4 Prepare assessment report based on guidelines and organisation policy and procedures
5. Provide assessment feedback and information	5.1 Provide feedback to the person according to organisation policy and procedure
	5.2 Provide assessment information to others, including relevant health and/or community services professionals according to consent requirements and organisation policy and procedure

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Aspects of working with clients, including:
 - common relapse precipitants
 - a range of strategies for working with clients
 - case management principles
 - client empowerment/disempowerment
 - client-centred approach
 - different lifestyles
 - protocols around use of interpreters
 - range of cultural contexts (e.g. lifestyle, set of beliefs and customs)
 - rights of workers and clients
 - self-esteem, abuse issues, self-awareness, own biases, ethical obligations relating to helping relationships
 - strategies to promote participation in programs
 - types of counselling (e.g. motivational interviewing, brief and intensive intervention, and relapse prevention)
- Co-morbidity issues relating to assessment of people with AOD issues
- Effects of AOD use, including:
 - basic health issues relating to AOD use (e.g. malnutrition, blood borne diseases, skin infestations, effects of drug use on health, cognitive, social, emotional development and impact on others)
 - basic pharmacology (e.g. types of drugs, dose levels, effects of specific drugs, tolerance, and treatment approaches broadly)
 - consequences and effects of drug substitution/replacement
 - effects of prescribed drugs on the use of other drugs
 - patterns of drug use in Australia and the local community
 - range of use and use scenarios (e.g. lifestyle context of illegal drug use)
 - signs and symptoms of medical risk associated with AOD use

REQUIRED SKILLS AND KNOWLEDGE

- stages and symptoms of AOD withdrawal
- the effects of alcohol-related brain injury
- Established processes and protocols for determining:
 - health status
 - length of dependence
 - level of dependence
 - patterns of use
- Legal and organisation knowledge, including:
 - legal and organisation requirements for client registration, allocation and referral
 - organisation policies and procedures for documenting work with clients
 - organisation policies on reporting and confidentiality
 - range of AOD specific treatment intervention options, including detoxification, inpatient treatment programs, outpatient treatment services and brief interventions
 - understanding agency role, agency target group and the impacts on the local community
- Legal issues, including:
 - legal issues surrounding AOD use
 - legal status of drugs
- Policy issues, including:
 - harm minimisation, including a range of approaches (e.g. prevention, early intervention, abstinence, specialist treatment, supply control and safer drug use)
 - public health model (e.g. interaction of impact of drugs, individual and the environment)
- Risk management in relation to interventions for people with AOD and co-morbidity issues
- Theoretical frameworks about motivation to change AOD use
- Working with clients at risk of self-harm, including:
 - legal and ethical obligations regarding clients at risk of self-harm or with mental illnesses
 - links between predisposing factors for self-harm, drug use and mental health problems
 - no-suicide contracts and other protective strategies
 - suicidal or self-harming behaviour, ideation or intention

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Conduct assessments using established processes and protocols
- Work with clients:

REQUIRED SKILLS AND KNOWLEDGE

- with a range of issues
- in a range of settings
- from different cultural backgrounds
- in a non-judgemental way
- in emergency situations

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate first aid certification or equivalent skills (as per unit *HLTFA311A Apply first aid*) including:
 - cardio pulmonary resuscitation (CPR)
 - bandaging
 - managing toxic substances
 - managing bleeding
 - managing broken bones
 - managing consciousness
 - managing choking and knowledge of coma positions
- Establish rapport
- Use active listening including questioning
- Interpret verbal and non-verbal communication
- Work with a range of clients
- Contract with clients
- Demonstrate application of skills in:
 - conflict resolution
 - negotiation
 - crisis intervention
 - protective intervention
 - advocacy
 - networking and liaison with other agencies
 - identification of support structures
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally and linguistically diverse (CALD) environments
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios

Method of assessment:

- Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is

EVIDENCE GUIDE

required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units:

This unit of competency is recommended to be assessed in conjunction with a first aid unit

Depending on jurisdiction and job role, this may be:

- HLTFA311A Apply first aid
or
- HLTFA412A Apply advanced first aid

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients include:

- Families and personal network of the client

Assessment may take place:

- Face-to-face
- By telephone

RANGE STATEMENT

Other related information may include:

- Co-morbidity (dual diagnosis) issues related to physical/sensory/intellectual/psychiatric disabilities
- Developmental issues
- Doctor's or other professional's reports
- Information provided by family or support network
- Information related to legal issues for persons under court/protective/statutory orders
- That provided by other services via referral
- Trauma issues, for example, for survivors of domestic violence, abuse, neglect or sexual assault

Current status of the client includes:

- Determining readiness to change
- Physical, emotional, financial, legal and psychosocial state and immediate needs in these areas
- Other drug use in the family
- Level of risk of deliberate self-harm behaviours and/or harm to others
- Levels of risk behaviour associated with AOD use including behaviours which expose clients to blood borne diseases

Indicators of other issues may include:

- A history of mental health issues
- Indicators of abuse, neglect or harm including self-harm
- Indicators of child abuse
- Having no accommodation, employment or money

Options for meeting the range of client needs may include:

- Referral to other services
- Community intervention

RANGE STATEMENT

Client's drug use history refers to collection of relevant information on:

- Name, age, gender, and so on
- Drug history
- Social and legal history
- Current status including housing status
- Agency ability to cater for the client needs
- Mental health issues
- Other relevant related issues affecting clients

Early or short-term programs refers to:

- Less intensive, shorter term activities that are an alternative to longer and more intensive programs. These brief interventions carried out by a range of workers, often opportunistically, are usually offered to those individuals who are less severely drug dependent

Current information on related issues includes information on:

- Meeting physical, emotional, financial and social needs
- Contacts for self-help groups
- Resources on dependency
- Resources on alcohol and other drugs issues for families or personal network
- Advocacy groups
- Information regarding mental health and self-harm
- Crisis and emergency contacts

Goals and action plans may be short and long term and should include:

- Harm minimisation (including abstinence, controlled drinking, safer sex, safer drug use, safe injecting)
- Strategies to target reducing at risk behaviours

RANGE STATEMENT

Goals and action plans may include:

- Vocational goals (employment and training)
- Accommodation
- Meeting immediate physical needs
- Maintenance of stable social and emotional environment
- Reintegration within social context
- Ensuring personal safety
- Management of crisis
- Timelines and priorities

Relapse prevention strategies may include:

- Identification of drug use 'triggers' and working with the client to develop responses to deal with triggers
- Referral to self help groups
- Stress management advice
- Ongoing positive support
- Monitoring of the client's progress
- Facilitating use of community resources
- Encouraging client to develop a support network
- Role play
- Discussion of strategies for stress management, money management, goal setting, prioritising, problem solving, decision-making, disengagement

Client exit (negotiation of with the client) will depend on the organisation policies and procedures and the individual clients needs and may include:

- Negotiation of contract with client
- Providing information on what the client may expect when they leave
- Providing follow up
- Ending the client/worker relationship
- Ensuring personal safety of clients at risk of self-harm including availability of ongoing supports from appropriate agencies
- Access to harm reduction consumables e.g. Needles, syringes, and needle exchange programs

RANGE STATEMENT

Client exit (organisation requirements) may include:

- Client questionnaire
- Documentation including reason for exit and condition of client at exit
- Organisation's documentation on treatment/assessment progress

Supporting a client to make contact with other services may include:

- Making an appointment for the client
- Accompanying client to first appointment
- Organising for another appropriate person to accompany the client to an appointment
- Organising interpreter services for the client

Appropriate services and other support options may include:

- Detoxification
- Inpatient counselling
- Outpatient counselling
- Self-help groups
- Proclaimed place, rehabilitation centres, residential etc
- Sobering up units
- Services which provide consumables (e.g. syringes, thiamine, needle exchange, methadone or other drug substitution/replacement services)
- Therapeutic communities
- Department of Social Security
- Accommodation
- Emergency services
- Mental health services

Follow up will depend on the organisation's policies and procedures and the client needs and may include:

- Obtaining feedback and reports on outcomes of referrals from other agency in accordance with organisation policies and procedures including those referring to client confidentiality
- Checking protective support for suicide risk is available if required
- Making an appointment for follow up
- Contact with client at referral agency
- Liaison between alcohol and other drugs worker and other services

RANGE STATEMENT

Outcomes may include:

- Measurement of harm minimisation
- Changes made during intervention and changes sustained over time
- Those negotiated with the client as part of a management plan
- Referral and acceptance to another treatment program or half-way house
- Both positive and negative outcomes
- Linkage with appropriate services
- Client being moved from institution or service
- Client changes - behaviour, attitudinal

Review against care plan may be:

- Within the organisation
- In consultation with other agencies

Unit Sector(s)

Not Applicable

CHCAOD402B Work effectively in the alcohol and other drugs sector

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by all workers who may be working primarily with clients with alcohol and other drugs (AOD) issues and provides a basic introduction to values, services and approaches applied to work in this sector

Application of the Unit

Application

This unit applies to those working with clients with AOD issues in the delivery of community services

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Work within the context of the AOD sector

- 1.1 Reflect consideration in all work in the sector of the *historical context of the sector*
- 1.2 Reflect consideration in all work of the changing *social, political and economic context*
- 1.3 Reflect *consideration of the interrelationship of issues affecting clients* in all work in the AOD sector

2. Develop knowledge of the AOD sector

- 2.1 Demonstrate consideration and basic understanding of the *essential values and philosophy of the sector* in work undertaken
- 2.2 Demonstrate in all work basic knowledge of the current issues which impact on the sector and different *models of work*
- 2.3 In collecting information about the AOD sector, collect and use the views of key *stakeholders and representatives* from relevant target groups
- 2.4 Apply understanding of risks related to personal safety when working in AOD sector

ELEMENT	PERFORMANCE CRITERIA
3. Develop knowledge of work requirements across a range of <i>settings</i>	<p>3.1 Demonstrate consideration and understanding of the range of <i>settings</i> supporting people with alcohol and other drug needs</p> <p>3.2 Demonstrate the client variables that might indicate the most appropriate service delivery setting</p>
4. Demonstrate commitment to the central philosophies of the AOD sector	<p>4.1 Demonstrate consideration and understanding of the essential values and philosophy of the sector in all work undertaken</p> <p>4.2 Demonstrate a <i>commitment to access and equity</i> principles in all work in the sector</p> <p>4.3 Identify personal values and attitudes regarding AOD use and take these values and attitudes into account when planning and implementing all work activities</p>
5. Communicate effectively in a community services setting	<p>5.1 Develop, review and revise personal skills in communication as an ongoing priority to address organisation standards</p> <p>5.2 Exercise caution in communicating personal information by oral and written means to ensure confidentiality of client and staff matters</p> <p>5.3 Routinely apply workplace protocols and procedures in all workplace communication to support accuracy and understanding of information provided and received</p> <p>5.4 Recognise individual and cultural differences and make any adjustments needed to facilitate the achievement of identified outcomes</p> <p>5.5 Conduct interpersonal communication with clients and colleagues in a manner that enhances a client-centred approach consistent with organisation standards</p> <p>5.6 Take appropriate measures to resolve conflict and interpersonal differences in the workplace</p>

ELEMENT

6. Work ethically

PERFORMANCE CRITERIA

6.1 Follow ethical guidelines in decision-making in all work undertaken with an awareness of potential ethical complexity in own work role

6.2 Reflect understanding and compliance with the principles of duty of care and legal responsibilities in all work undertaken

6.3 Refer any breach or non adherence to standard procedures or adverse event to appropriate personnel

6.4 Maintain confidentiality of any client matter in line with organisation policy and procedure

6.5 Show respect for rights and responsibilities of others through considered application of work practices

6.6 Reflect current working knowledge and understanding of employee and employer rights and responsibilities in all work undertaken

6.7 Recognise, avoid and/or address any conflict of interest

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness of risk and co-morbidity issues, including theoretical frameworks about motivation to change alcohol and/or other drug use
- Basic pharmacology relevant to the work being undertaken, including:
 - types of drugs
 - dose levels
 - effects of specific drugs
 - misuse and abuse of benzodiazepines and other pharmaceutical drugs
 - tolerance
 - treatment approaches broadly
- Client needs and rights including duty of care
- Current issues facing clients and existing services to address their needs and rights
- Harm minimisation approach to work in the sector and a range of support activities
- Historical and social context as listed in the Range Statement
- Holistic and client-centred care
- In depth knowledge of alcohol and other drug issues and their impact on individuals and the community
- Mental health issues and co-existing drug issues
- Political and economic context as listed in the Range Statement including early intervention and health promotion
- Principles and practices of community support
- Principles and practices of ethics and values
- Principles of access and equity
- Principles of client and community empowerment/disempowerment
- Principles of health promotion (as per Ottawa Charter)
- Range of different settings

REQUIRED SKILLS AND KNOWLEDGE

- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Statutory and legislative framework within which work takes place, including legal issues facing workers in the AOD sector
- Understanding of risks related to personal safety when working in AOD sector

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply an in depth knowledge of alcohol and other drug issues and their impact on individuals and the community
- Apply an understanding of the appropriateness of a range of different settings

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate interpersonal communication with clients and other stakeholders
- Prepare reports so that the information and the organisation of this information is appropriate to its purposes and audience
- Recognise and act upon opportunities to enhance sustainability in the workplace
- Work individually or as part of a team

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit must be assessed with other relevant specialisation units chosen as part of a qualification
- This unit may be assessed on the job or through simulation
- Assessment must be over a range of situations with more than one target group
It will entail observations and other workplace assessment tools
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- Resources required for assessment include access to appropriate workplace where assessment can take place

EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Historical, social, political and economic context includes:

- Changing social context of work e.g. changing government and societal views of AOD use and approaches to working with clients
- Economic context e.g. the current economic situation as it relates to and affects AOD use and the subsequent impact on client needs
- Historical context of work e.g. changing attitudes to AOD use; changing approaches to working with clients
- Political context e.g. government policies and initiatives affecting AOD work including early intervention and health promotion
- Statutory framework within which work takes place in the sector

Consideration of the interrelationship of issues affecting clients may include:

- Community development approach
- Empowerment of the community

Essential values and philosophy of the sector may include:

- A focus on harm minimisation including harm prevention; harm reduction; health promotion and harm management
- A holistic and client-centred approach - i.e. promotion of health and well being; early identification of health problems; delivery of appropriate services; commitment to meeting the needs and upholding the rights of clients; commitment to empowering the client

Models of work in the sector may include:

- Case management
- Community development and education
- Working with families

RANGE STATEMENT

Stakeholders and representatives may include:

- Clients
- Community organisations
- Consumer workers
- Families and care givers
- Friends, peers and target group
- Government representatives and service providers
- Local community
- Management, colleagues, supervisor, team members
- Peak bodies and networks in the sector
- Services
- Specialists/experts

Settings may include:

- Any community setting
- Day program
- De-toxication unit
- Home based withdrawal
- Home via telephone/email/internet
- Inpatient
- Outreach
- Residential rehabilitation

A commitment to access and equity must be demonstrated by:

- A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers
- Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social etc

Unit Sector(s)

Not Applicable

CHCMH411A Work with people with mental health issues

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge, skills and attitudes required by workers in community services and health settings to work in a consumer directed and oriented way with consumers who are living with mental health issues

Application of the Unit

Application

This unit applies to working with consumers who are affected by mental illness in a range of community services work contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Apply knowledge of the mental health sector

PERFORMANCE CRITERIA

- 1.1 Demonstrate basic knowledge of mental health organisations and services
- 1.2 Reflect an understanding of *different service approaches in mental health* in work
- 1.3 Apply basic knowledge of common mental health issues and associated signs and symptoms
- 1.4 Apply basic knowledge of how to respond appropriately to changes in mental health and mental distress and to report appropriately
- 1.5 Clarify statutory requirements and duty of care responsibilities applying to own work, including role, responsibilities, accountabilities and potential consequences of own actions

ELEMENT**PERFORMANCE CRITERIA**

2. Establish appropriate working relationships with consumers who are living with mental health issues
- 2.1 Demonstrate and apply understanding of and commitment to a consumer's right to self define and direct their own recovery
- 2.2 Use strategies to ensure all contacts with consumers reflect appropriate expression of value systems and consideration of emotional impact of intervention
- 2.3 Use appropriate communication and relationship building processes to facilitate strong positive relationships
- 2.4 Discuss with the consumer possibilities and options for responding to their needs and determine and prioritise preferred action
- 2.5 Respond promptly and supportively to consumers in distress or crisis, respecting the consumer's wishes to the extent possible in the circumstances, and in accordance with organisation policies and procedures
- 2.6 Work in collaboration with consumer and their support network to routinely ensure that:
- the consumer's desires, preferences, experiences, knowledge and life skills directly influence the nature and type of services provided
 - the consumer's *needs* and *goals* are met
 - individual and cultural differences are addressed
 - potential barriers and challenges to achieving positive outcomes are identified and appropriately resolved
 - appropriate levels of consultation are implemented
 - relevant information is collected
- 2.7 Consistently comply with statutory requirements and duty of care responsibilities
3. Clarify the needs and issues of consumers
- 3.1 Identify and document consumer's current needs, wants and preferences
- 3.2 Discuss with the consumer their abilities to address their own needs and aspirations and identify support they require

ELEMENT**PERFORMANCE CRITERIA**

4. Provide non-clinical services to meet consumer aspirations and needs
- 4.1 In collaboration with the consumer, consider their experience, knowledge, skills and abilities and ensure these are taken into account in determining strategies to address the impact of their mental distress
 - 4.2 In consultation with the consumer, facilitate the use of appropriate strategies, services and resources
 - 4.3 Negotiate short and long term strategies and implement as appropriate
 - 4.4 Provide services in a manner which supports and encourages independence and consumer self direction
 - 4.5 Follow organisation policy and procedures particularly in relation to consumer and carer rights, best practice principles, *record keeping*, confidentiality and privacy
 - 4.6 Review progress and effectiveness of strategies with consumer, supervisor and others as appropriate
 - 4.7 Acknowledge limits of own knowledge, abilities and work role and make appropriate referral to other services as required in accordance with organisation policies
 - 4.8 Seek emergency assistance as required
5. Apply self-care strategies
- 5.1 Maintain a positive work life balance
 - 5.2 Regularly seek and undertake supervision and peer support
 - 5.3 Demonstrate awareness of strategies to address personal physical and emotional needs and apply as appropriate
 - 5.4 Undertake debriefing and seek access to employee assistance programs as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Common mental health sector terminology
- Facts/myths about mental illness and psychiatric disability
- Impact of mental illness and/or psychiatric disability on: self esteem, motivation, daily living skills and relationships
- Impact of stigma and discrimination
- Principles and practices of duty of care
- Recovery and recovery oriented practice
- Relevant policy, regulatory, legislative and legal requirements relating to mental health service provision
- Rights and responsibilities of workers, consumers and their care network
- Signs and symptoms of common mental illness

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Access consumer and carer workers, resources and services
- Actively listen
- Communicate effectively
- Complete documentation
- Consult
- Display awareness of self and the impact of self on relationships
- Effective referral including identification of circumstances in which referral to a health or other professional is appropriate
- Facilitate consumer directed collaboration
- Interpret verbal and non verbal communication

REQUIRED SKILLS AND KNOWLEDGE

- Maintain confidentiality
- Mediate and negotiate
- Network
- Question
- Resolve conflict
- Respond to crisis appropriately
- Use inclusive and person first language
- Use consumer's preferred language, terminology, personal meaning and interpretations
- Write reports

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed on the job or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the requirements of the particular workplace context

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur
- Method of assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
 - Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Different service approaches in mental health may include:

- Medical models
- Psychosocial rehabilitation models
- Recovery oriented practice

Needs may include:

- Cultural
- Disability
- Emotional
- Employment
- Financial and economic
- Grief and loss
- Health
- Housing
- Legal
- Mental health
- Physical
- Problematic alcohol and other drugs use
- Sexuality
- Social
- Spiritual
- Trauma informed care

Goals may be:

- Flexible, regularly reviewed and changed
- Formally or informally negotiated
- Generated in accordance with consumer's wishes and aspirations

RANGE STATEMENT

Appropriate communication and relationship building processes may include:

- Collaborative consultation
- Empathy
- Engagement
- Giving hope
- Listening and responding to the person verbal and nonverbal communication
- Non judgemental and sensitive approach
- Rapport building
- Respect
- Valuing and responding to the uniqueness of each person
- Working with the person's own understanding of their experience

Information is shared within the bounds of confidentiality, and wherever possible, with the consent and knowledge of a consumer, with people such as:

- Care network
- Case managers
- Consumers
- Family members
- Other services
- Other staff
- Supervisor

Services provided take into account:

- Available resources
- Benefit to a consumer and their care network
- Contingency plans

RANGE STATEMENT

Strategies may include assistance with:

- Accessing peer support
- Education about recovery
- Elimination of discrimination
- Encouraging a person's sense of hope and personal value
- Enhancing a person's own sense of agency
- Enhancing and supporting the care network
- Identifying and exploring positive and negative risks with consumers
- Promoting self advocacy and self determination
- Promoting the right of equal and full citizenship with access to all community resources and opportunities
- Removal of barriers to participation
- Supporting people to develop and pursue their recovery goals and aspirations
- Trauma and trauma informed care
- Working with consumers with their choices to live, and work in their community of choice

Recordkeeping:

- Ideally all records should be developed in collaboration with the consumer

Records of service provision may include:

- Advanced directive
- Advocacy letters
- Assessment records
- Care and service plans
- Complaints
- Consent letters
- Consumer's own records of their recovery
- Evaluation forms
- Feedback and satisfaction forms
- File notes
- Individual program plans
- Individual service plans
- Initial contact forms
- Personal records
- Recovery wellness plans
- Referral letters

RANGE STATEMENT

Emergency assistance may be sought from:

- Ambulance
- Clinical mental health services
- Cultural consultants
- Hospitals
- Other organisations
- Peer workers
- Person's care network
- Police
- Workers within the organisation

Unit Sector(s)

Not Applicable

CHCGROUP403D Plan and conduct group activities

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to participate in, establish and lead a range of informal and formal groups in a variety of settings

Application of the Unit

Application

This unit may be applied to group work in a range of community service settings

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Address resourcing issues for *group activities*

1.1 Plan group activities, including consideration of:

- the purposes, defined according to the identified needs of the client group
- the human, financial and physical *resources* required

1.2 Where required resources are not immediately and readily available, make appropriate submissions to potential sources of assistance and resources

1.3 *Ensure formal submissions meet requirements of funding guidelines and organisation principles and practice*

ELEMENT**PERFORMANCE CRITERIA****2. Coordinate a group planning process**

- 2.1 Actively seek opportunities for collaborative planning and promotion of group activities with clients and solicit, analyse and prioritise information about group's needs and expectations
- 2.2 Negotiate the purpose of group activities with the group in a manner that gives sufficient time and space for individuals to articulate their ideas and wishes and create opportunity for input to ownership of group processes
- 2.3 Translate purpose of proposed group activity into a set of aims and objectives
- 2.4 Analyse potential impact on group operation of the values and beliefs of both worker and client and clarify with those involved in planning and implementing group activities
- 2.5 Deal with contributions and suggestions to group planning processes so as to promote continued participation
- 2.6 Design group strategies that promote effective group operation and take into account specific characteristics of clients who will participate in the activity or program

ELEMENT**PERFORMANCE CRITERIA**

3. Manage group processes including responding to conflict

3.1 Promote opportunities for open dialogue and active listening between group members

3.2 Encourage and model sensitivity to participants, regardless of their gender, culture, ethnicity, subculture, sexuality and ability

3.3 When conflict threatens or arises:

- implement strategies to prevent it within own role, power and capacity
- identify and reinforce the outcomes of positive conflict
- clarify and confirm relevant principles and practices of conflict resolution and seek agreement to implement them
- encourage acknowledgment of respective rights and responsibilities and perceptions of all participants within the conflict situation

3.4 Offer opportunity to all participants for debriefing, *support*, mediation, consultation and facilitation throughout conflict resolution processes

4. Evaluate group activities

4.1 Ensure aims and objectives of the group activity provide the basis for evaluation and feedback

4.2 Seek feedback from all group participants on leadership style, group process, achievement of objectives, other achievements and areas for development

4.3 Document evaluation data according to organisation procedures and distribute to relevant people

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Dynamics of groups
- Different styles of group leadership and decision
- Effective communication strategies
- Organisation's policies, principles and procedures
- Organisation's and community resources
- Relevant models such as stages of group development and stages of change

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Support group activities for formal and informal groups
- Participate in a variety of the group activity types identified in the Range Statement
- Provide support for an appropriate target group, defined by factors as listed in the Range Statement

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - conflict management
 - developing and maintaining positive relationships
 - effective group management

REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions
- Assessment may be conducted on one or more occasions but must enable assessment in a variety of settings with a range of both formal and informal groups

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
 - an appropriate workplace where assessment can take place
 - simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning or evidence gathered from the workplace
e.g. testimonials from group members, portfolios

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Group activities may be:

- Formal or informal
- Structured
- Semi structured
- Unstructured

RANGE STATEMENT

Group activities may relate to:

- Discussions about relevant issues
- Sporting and recreation activities
- Music and performing arts
- Research, planning and management
- Informal education
- Community service and/or action
- Special interest causes

Communication with young people may include:

- Oral, written or visual means
- Use of third party translation/interpretation
- Any language

Ensure formal submissions meet requirements may refer to:

- The aim and objectives of the proposed activity or program
- Implementation and evaluation strategies
- Management arrangements
- Human, financial and physical resources available and required

Support will include:

- Information and resources managed by the organisation and other organisations and agencies
- Advice and information
- Facilitations

Resources will include:

- Information/referrals
- Facilities
- Equipment/materials
- Administrative support
- Facilitation of meetings
- Worker skills/expertise

Unit Sector(s)

Not Applicable

CHCCD412B Work within a community development framework

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work within a community development framework

A community development framework may include a range of methods designed to strengthen and develop communities by enhancing individual and group capacity to confidently engage with community structures and to address problems and issues

Application of the Unit

Application

Application of a community development framework may be undertaken within the scope of or in conjunction with a range of work roles/areas in the community services industry including specific areas of service delivery, community education activities and working with groups to address issues

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Operate within a community development framework

PERFORMANCE CRITERIA

- 1.1 Reflect a current working knowledge and understanding of community development vision and mission in work undertaken
- 1.2 Reflect through *work*, a commitment to working with communities to resolve their issues through enhancing skills, accessing appropriate support and working with others in the community who share concerns and issues
- 1.3 Underpin work with a commitment to the *principles of community development*
- 1.4 Demonstrate understanding of the interrelationships of the needs and rights of the individual, the family, the community and society
- 1.5 Reflect through work, a demonstrated understanding of the impact of current and changing social, political and economic contexts
- 1.6 Work in a manner which reflects the impact of worker's own value base and values within a community development framework

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 2. Distinguish between private and public issues arising in community development work | 2.1 Employ appropriate interpersonal skills to hear individual stories and distinguish between private and public issues |
| | 2.2 Identify the individual's willingness to engage in a public process to bring about change and facilitate the move from private concern to public action |
| | 2.3 Provide <i>appropriate referrals</i> to assist people to deal with personal issues |
| | 2.4 Ensure all work reflects and meets duty of care responsibilities |
| 3. Work with groups to achieve <i>community development outcomes</i> | 3.1 Contribute to analysis of community needs |
| | 3.2 Identify shared community needs within the <i>public group processes</i> |
| | 3.3 Identify <i>appropriate strategies</i> with the group in order to ensure community issues are addressed |
| | 3.4 Identify community structures and resources available to groups to maximise outcomes for groups |
| | 3.5 Provide advice and information to groups and individuals as required to ensure they are fully informed about relevant issues and opportunities |
| 4. Work effectively with diversity in the community | 4.1 Ensure all work reflects a commitment to the principles of access and equity |
| | 4.2 Ensure all work reflects respect and understanding of individual differences |
| | 4.3 Ensure all work reflects recognition of the positive contribution of diversity in the community |
| | 4.4 Adapt inclusive work processes that enhance people's participation |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

It is critical that the candidate demonstrate knowledge of:

- Own biases related to community development
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Strategies for addressing individual differences
- Principles and practices of community development work, including:
 - structural disadvantage and inequality,
 - social justice and human rights,
 - empowerment
 - recognition of personal and public political process
 - commitment to peoples' participation
- Work models within a community development framework, including:
 - social action
 - advocacy
 - locality development work
 - brokering connections between communities and systems
 - community needs analysis / research

The candidate must also be able to demonstrate relevant knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role, such as knowledge of:

- Recognition of the value of process, including as an outcome:
 - respecting and valuing local knowledge and skills
 - mutuality

Essential skills:

It is critical that the candidate demonstrate the ability to:

REQUIRED SKILLS AND KNOWLEDGE

- Elicit a story from individuals, to test common understandings and to facilitate agreement on actions to be followed based on information and assistance provided by the worker
- Review and modify own work practice within a community development framework

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply appropriate communication and interpersonal skills relevant to work area
- Demonstrate application of skills in:
 - research
 - needs analysis and assessment in a community context
 - relevant literacy standards and skills necessary to meet reporting requirements of work area
 - reflective listening
 - referral
- Recognise and act upon opportunities to enhance sustainability in the workplace

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to a workplace or to an environment that accurately simulates the workplace

Method of assessment may include:

- Observation of work activities, simulation and/or role play
- Written tasks
- Relevant formal and informal education/training courses
- Case studies and scenarios
- Interviews/questioning
- Role plays

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Work in the industry includes:

- Paid work
- Unpaid work
- Voluntary

Principles of community development include:

- 'People-centred' developmental approach to work that may be civil, political, economic, social or cultural
- Commitment to participatory democracy,
- Commitment to peoples' participation,
- Empowerment
- Justice (commutative, distributive and social), and human rights
- Reciprocity and mutuality
- Recognition of personal and public political process,
- Recognition of the value of process, including as an outcome
- Respecting and valuing local knowledge and skills,

Ethical practices include those relating to:

- Financial management
- Information collection, storage and dissemination
- Operation of community and other organisations
- Professional relationships

Group processes and models include:

- Community action

RANGE STATEMENT

Community development outcomes may include:

- Building capacity to address problems in the community and to strengthen community structures
- Community facilities
- Community planning
- Community projects
- Consultative and planning committees
- Enhanced community capacity
- Enhanced community skills
- Enhanced social capital
- Increased capacity of groups and individuals to engage with political and community structures
- Increased community self confidence in public activity
- Inter-community collaboration
- Meeting community needs
- New or improved service delivery
- Other outcomes identified by the community or the group
- Policy changes

Appropriate course of action may include:

- A public response/meeting
- Conducting a specific project
- Development of a program
- Establishment of organisational arrangements
- Group action

Appropriate referrals may include

- Not part of agency mandate
- Private matters
- Public matters that are already being addressed elsewhere

RANGE STATEMENT

Areas of difference and diversity include:

- Culture and cultural practices relating to:
 - religion/spiritual observances
 - family relationships
 - status/protocol
 - ceremonies/celebrations
 - prohibition/taboo
- Language
- Social, economic, physical and health issues

Unit Sector(s)

Not Applicable

CHCPW404A Work effectively in trauma informed care

Modification History

Not applicable.

Unit Descriptor

This unit describes the knowledge and skills required by individuals to practice trauma informed care.

Application of the Unit

This unit applies to individuals working in the community and health sectors where services are informed by the knowledge and understanding of central trauma particularly the impact of interpersonal violence.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- Work effectively from a trauma informed care perspective

- 1.1 Create safe environments and relationships with those affected by trauma
- 1.2 Apply the key principles and practices of trauma informed care
- 1.3 Respond appropriately to disclosures of trauma
- 1.4 Respond appropriately to expressions of trauma
- 1.5 Identify resources and strengths within individuals who have experienced trauma
- 1.6 Identify resources and supports within the community for people who have experienced trauma

- Utilise *self-care strategies*

- 2.1. Apply self-care strategies in managing *re-traumatisation*
- 2.2 Apply self-care strategies in managing *vicarious trauma*

3. Contribute to the continuous improvement of trauma informed care in services

- 3.1 Reflect upon own practice and work environment to embed trauma informed care and practice in service delivery
- 3.2 Identify *barriers to implementing trauma informed care and practice* and refer to appropriate/senior personnel
- 3.3 Participate in organisation policy development on trauma informed care according to job role
- 3.4 *Identify and participate in strategies* to enhance service delivery of trauma informed care
- 3.5 Respond to stakeholder feedback on trauma informed care service delivery

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

- Trauma, including:
- Prevalence of trauma in the population
- How trauma impacts over the lifespan
- The dynamics of interpersonal violence and the relationship to trauma
- The way individuals cope and manage trauma
- The potential for and causes of re traumatization
- Definitions of trauma and complex trauma and its impacts
- Definition and impacts of interpersonal violence and its relationship to trauma
- Gender and cultural differences in trauma informed care
- Respectful engagement with individuals, families and communities affected by interpersonal violence, sexual assault and child abuse including child neglect
- Common beliefs and attitudes towards people who experience interpersonal violence and how this impacts on their access to services and recovery
- Values and core principles and features of trauma informed care and practice, including:
- A belief that recovery is possible and that healing occurs in healthy and supportive relationships Understanding trauma and its impact
- Promoting safety
- Supporting control, choice and autonomy
- Focusing on strengths
- Ensuring cultural competence
- Impacts of subsequent trauma including seclusion and restraint on people with trauma histories
- Sensory reactivation (triggering), re-victimisation and re- traumatisation
- Strategies for becoming trauma informed, practicing trauma informed care and promoting continuous improvement
- Mutual relationship between trauma informed care and practice and recovery orientated practice
- Organisation policy and procedures related to trauma informed care service delivery
- Practices that build resources and strengths within individuals who have experienced

trauma

- Relevant legal implications and other rights/ obligations and limitations
- Legislation, policies, procedures and guidelines relating to information handling, such as confidentiality, privacy, security, freedom of information
- Social justice principles
- Referral options and resources available to support self-advocacy
- Links between suicidality, self- harm and interpersonal trauma
- Boundary perspectives (worker, client and community)
- Effects of vicarious trauma, possible indicators and strategies to manage vicarious trauma
- Dynamics of power and control and tactics characteristically utilized in interpersonal violence
- Vicarious trauma in the workplace and for the individual worker

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Convey information about trauma informed care and practice to consumers
- Balance warmth and empathy with boundaries and limits
- Apply trauma informed care and policies and practice within job role
- Apply policy and practice for managing vicarious trauma in the workplace
- Promote best practice for the prevention of re-traumatisation
- Use trauma informed assessment tools as required
- Gather feedback on the capacity of services to implement trauma informed care
- Demonstrate an understanding of duty of care requirements
- Perform work within duty of care requirements
- Uphold and support the rights and interests of client groups in the workplace
- Respond in crisis and ongoing care situations
- Identify supportive supervision processes for reflective practice
- Apply oral communication competence in order to represent the interests, rights and needs of the client whilst maximising client autonomy using appropriate language and terminology as relevant to organisation structure
- Written communication skills as required by organisational policies and procedures

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed on the job or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the requirements of the particular workplace context
- The candidate must show evidence that they have practiced trauma informed care

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Conditions of assessment:

This unit includes skills and knowledge specific to trauma informed care and practice

- This unit includes skills and knowledge specific to mental health peer work
- Assessment must be undertaken by a qualified Assessor [as determined by the Australian Quality Training Framework] who has lived experience **and** holds this unit of competency or demonstrated equivalent competencies

OR

- A consumer/carer him/herself who has lived experience and demonstrated experience in a consumer peer worker or carer peer worker role
- accompanied by a qualified Assessor who has the necessary assessment competencies [as determined by the Australian Quality Training Framework]
- Where the candidate being assessed in a consumer peer worker context, they must be assessed by an experienced consumer peer worker with lived experience (and a qualified Assessor where the consumer peer worker is not a qualified assessor)
- Where the candidate is being assessed in a carer peer worker context, they must be assessed by an experienced carer peer worker who has lived experience (and a qualified assessor where the carer peer worker is not a qualified assessor)

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Access and equity considerations:

- All workers in community and health services should be aware of access, equity and human rights issues in relation to their own area of work.
- All workers should develop their ability to work in a culturally and linguistically diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on individuals from cultural and linguistically diverse communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other mental health peer work units of competency is encouraged
- Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a ‘period of time’ and/or in a ‘number of locations’, any evidence should be authenticated by colleagues, supervisors, or other appropriate persons

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Self-care strategies may include:

- Establishing boundaries
- Identifying boundary violations and transgressions
- Seeking supervision
- Awareness of vicarious trauma and self-care strategies
- Use of arousal reducing strategies
- Participating in Peer support strategies
- Following organisational policies and procedures

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Self-care strategies may include:

- Establishing boundaries
- Identifying boundary violations and transgressions
- Seeking supervision
- Awareness of vicarious trauma and self-care strategies
- Use of arousal reducing strategies
- Participating in Peer support strategies
- Following organisational policies and procedures

Re-traumatisation is defined in this context as:

Re-traumatisation is the re-experiencing of sensations and/or emotions experienced at the time of a single or multiple traumatic events/histories from the past. Re-traumatisation is generally triggered by reminders of previous trauma - sensations, images, sounds, situations and body feelings, which may or may not be potentially traumatic in themselves.

Vicarious trauma is defined in this context as:

Vicarious trauma are changes and stress reactions that can occur in a worker or carer who is overtime, repeatedly exposed to disclosures about trauma or traumatic material. It emerges from witnessing or hearing about other people's suffering and trauma.

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Self-care strategies may include:

- Establishing boundaries
- Identifying boundary violations and transgressions
- Seeking supervision
- Awareness of vicarious trauma and self-care strategies
- Use of arousal reducing strategies
- Participating in Peer support strategies
- Following organisational policies and procedures

Barriers to implementing trauma informed care and practice may include:

- Absence of trauma informed organisation culture
- Organisation/worker using disempowering strategies including:
 - Coercive and involuntary treatment
 - Services that are hierarchical, and non-communicative
 - fragmented service provision
 - Use of restraint and seclusion
 - Lack of available resources
 - Using judgement and non-respectful language and approaches
 - Using non collaborative approaches e.g. professional controlled or driven service delivery
 - Unsupportive work practices
 - Absence of evaluation processes

Identify and participate in strategies may include:

- Organisational assessment
- Gather feedback on the capacity of services to implement trauma informed care
- Participate in Trauma Informed supervision of staff

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Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

CHCCS422B Respond holistically to client issues and refer appropriately

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS422A Respond holistically to client issues and refer appropriately	CHCCS422B Respond holistically to client issues and refer appropriately	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Updated terminology 'challenging behaviour' to 'behaviours of concern'. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to assess a range of client issues and refer appropriately

Application of the Unit

Application

On completion of this unit, the worker will be able to respond appropriately to clients that have a range of issues outside and in addition to the area of immediate focus, expertise or interests of the worker and their organisation

For instance, a child protection worker may need to identify when alcohol and other drug issues are important in the life of a presenting client

Completion of the unit will also provide the worker with competence to make decisions as to whether to refer or retain the client

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Establish interpersonal relationship with client

PERFORMANCE CRITERIA

- 1.1 Define boundaries and use communication skills that will establish a trusting and respectful relationship
- 1.2 Utilise facilitative communication skills to assist the client to identify areas of concern, to prioritise areas for immediate and longer term action and to determine options for action and workable strategies to address their priority areas
- 1.3 Share relevant information with client about options and services available to enable them to make informed decisions

ELEMENT**PERFORMANCE CRITERIA**

2. Identify the range of issues impacting on the client and assess client needs
 - 2.1 Identify *indicators of harm, neglect, abuse or risk of harm*
 - 2.2 Use observations, assessment tools and questioning to identify possible *presenting issues*
 - 2.3 Seek information from a range of *appropriate sources* to determine the range of issues that may be affecting the client within *organisation policies and procedures* regarding autonomy, privacy and confidentiality
 - 2.4 Apply *organisation procedures for collecting and analysing client information*
 - 2.5 Examine *all client information* to determine the degree to which other issues may impact on the possible services that can be provided by the organisation

3. Analyse and assess information to determine appropriate course of action to be followed
 - 3.1 Assess the level of risk to the client and others directly involved using tools approved or adopted by the organisation
 - 3.2 Follow organisation procedures and address *legal requirements and duty of care obligations* in responding to indicators of risk of abuse, neglect or harm
 - 3.3 Identify and prioritise client's current needs and available sources of assistance
 - 3.4 Identify organisation's capacity to meet range of client needs to be addressed
 - 3.5 Apply accepted procedures to assess the option of bringing in *specialist support* and continuing to work with the client
 - 3.6 Share relevant information with client about options and services available to enable them to make informed decisions
 - 3.7 Provide the client with resources as appropriate
 - 3.8 Follow relevant State/territory legislation, organisation policies and procedures and duty of care obligations and legislative requirements in responding to indicators of actual or potential risk of abuse, neglect or harm

ELEMENT**PERFORMANCE CRITERIA**

4. Refer client to other services to provide coordinated support

4.1 Identify a client's need for support *internal and external* to the agency

4.2 Implement *appropriate procedures to address potential emergency or crisis situation*

4.3 Comply with cultural obligations when working with clients

4.4 Work with the client and *significant others* where relevant to motivate, support and encourage the client

4.5 Identify current needs and sources of assistance, and give support as appropriate

5. Review effectiveness of services provided to meet client needs

5.1 Review outcomes in accordance with organisation procedures and in consultation with clients, carers and significant others, case managers and other service providers

5.2 Complete *document/s* as required and in line with organisation procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Identification of the impact of issues relating to:
 - mental health
 - child protection - this must include essential underpinning knowledge of dynamics of child abuse, indicators of risk and risk factors
 - domestic violence
 - disability
 - homelessness
 - unemployment
 - alcohol and other drugs (AOD)
- Knowledge of accepted practices and available referral agencies for working with people experiencing issues related to:
 - mental health
 - child protection
 - domestic violence
 - disability
 - homelessness
 - unemployment
 - AOD
 - any form of crisis

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply client management skills to deal with complex needs and difficult or behaviours of concern
- Identify the range of relevant issues that may impact on service delivery
- Develop an implement a plan in conjunction with the client to address their issues

REQUIRED SKILLS AND KNOWLEDGE

- Provide referral to appropriate services
- Evaluate effectiveness of services
- Operate within duty of care and organisation requirements to address client needs
- Apply interpersonal skills to facilitate client to identify options for change and for addressing their issues
- Demonstrate case work skills to ensure effective assessment, intervention and referral
- Manage information to ensure all records are maintained, stored and accessible

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply research skills to ensure a current and correct list of relevant services are readily available to the client
- Provide a brief intervention to raise awareness, share knowledge and help client to think about making changes to improve well being
- Apply crisis intervention and networking skills
- Utilise relevant information technology effectively in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit must be assessed after, or in conjunction, with the attainment of competency in the compulsory communication unit within the qualification
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged

EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units:

Although this unit requires no pre-requisite, there are a number of related units of competence both of a generic and sector specific nature that would be ideally mastered prior to undertaking this unit of competence

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Presenting issues include:

- A client with secondary or multiple issues who is most likely to present 'first' to the following types of services (for an issue relevant to those services):
 - child protection
 - juvenile justice / youth service
 - social housing
 - employment service

Indicators of harm, neglect, abuse or risk of harm

- Physical symptoms such as injuries or loss of weight
- Verbal and non- verbal cues
- Impairment to cognitive functioning caused by acquired brain injury such as loss of memory, inability to concentrate, plan, organise
- Reports from the individual, carers or other workers
- Psychological/emotional indicators

Harm, neglect, abuse or risk of harm includes:

- Physical
- Emotional
- Cognitive
- Psychological
- Sexual
- Financial

Appropriate sources (of information) include:

- Case notes
- File
- Other workers

Harm, neglect, abuse or risk of harm may be from:

- Carers
- Workers/service providers
- Self
- Family or significant others
- Community members

RANGE STATEMENT

Responding to indicators of risk of abuse, neglect or harm includes:

- Intervention to remove the risk
- Reporting to appropriate personnel
- Investigating
- Seeking specialist support/services
- Referral
- Following State/territory legislative requirements

Responding to indicators of risk of abuse, neglect or harm will be determined by:

- Legislation
- The specific job role
- Organisation procedures
- Family and cultural mores

People who are vulnerable and at significant risk may be:

- People with a disability
- People with an acquired brain injury
- Elderly people
- People with mental health issues
- Children and young people
- Babies under one year of age
- Toddlers (children under three years of age)
- People who are homeless
- People in unequal power relationships

Non presenting problems or issues are likely to be:

- Alcohol and other drugs
- Mental illness
- Developmental disability
- Acquired Brain Injury
- Abuse and risk of abuse
- Domestic violence
- Homelessness / inadequate housing
- Unemployment
- Juvenile justice issues
- Communicable disease
- Financial difficulties
- New arrival in the country

RANGE STATEMENT

Legal requirements and duty of care obligations include:

- Ethical referral
- Comply with state and territory legislation

Significant other may include

- Partners
- Family members
- Carers
- Advocates

*Approaches to addressing specific issues include applying accepted methodologies, underpinning values and philosophies of the specific areas
The following notes offer a guide:*

- AOD may include knowledge of harm minimisation practices, of the effects of AOD on body system and social relationships, and of the signs and symptoms of intoxication:
 - knowledge of groups and agencies in the community who can respond to individuals with AOD problems by providing treatment and detoxification programs is central
 - also important is an awareness of personal bias, and models or perspectives on drug use i.e. disease perspective, moral perspective of both the client and of referral agencies
- Mental health may include recognising basic signs and symptoms of anxiety, depression, suicidal impulses, and indicators of mental illness such as hallucinations or delusion:
 - knowledge of appropriate referral and intervention services in the community is critical
- Domestic violence may include an understanding of such violence as an abuse of power perpetrated both in a relationship and after separation and that such violence takes a number of forms:
 - these include physical and sexual violence, emotional and psychological abuse and economic deprivation
 - domestic violence occurs across all groups, cultures and creeds
 - the safety and well being of individuals subjected to domestic violence should be of primary concern
 - knowledge of groups and agencies in the community who can respond to individuals with domestic violence issues is required

RANGE STATEMENT

- Child protection requires knowledge of relevant state mandatory reporting legislation and its application
 - Child protection also requires knowledge of child development, dynamics of child abuse, risk factors, behavioural/physical indicators of abuse and agencies that respond to child protection matters
- It is vital to recognise that children (particularly infants) in families where abuse of alcohol and other drugs exist are more likely to be at risk of harm
 - where there other risk factors such as domestic violence and mental health co exist with AOD issues the potential risk of harm to those children increases significantly
- When working with adult clients who have children, the safety, welfare and well being of the children must be included in all case management practices
- Developmental disability may describe individuals who have a multiplicity of disabilities including difficulty learning, thinking and reasoning, retaining information and forming social relationships
 - it is vital to recognise the individuality of developmental disabled persons, their right to age appropriate consultation and to self determination
 - needs arising from social isolation and the critical importance of primary care-givers in the lives of developmental disabled persons should also be recognised
 - knowledge is required of groups and agencies in the community that can provide advocacy services
- Juvenile justice may include knowledge of adolescent clients and their special need as individuals, within families and as part of a group, including stages of development and social issues affecting youth
 - recognition of the vulnerability of young people in their dealings with authority and of the protection that should operate during an investigation or proceeding in relation to an offence is required
 - knowledge of groups and agencies in the community that can provide services such as advocacy and legal advice to young people in their dealings with the justice system is essential

RANGE STATEMENT

- Acquired Brain Injury may include:
 - awareness of the causes and effects of ABI
 - understanding of the impact of cognitive impairment on the individual and families, including associated grief and loss issues; knowledge of the ABI service system; skills in working with people with behaviours of concern

Organisation procedures for collecting and analysing client information may include written and oral input to:

- Questionnaires
- Assessment tools
- Client profile forms etc

Procedures to prevent escalation of a potential emergency or crisis situation may include:

- Using calming communication skills
- Managing and containing emotional responses and escalating behaviour
- Identify and address source of the issue
- Discussing the situation with the client
- Negotiation and mediation
- Seeking assistance from other workers or client carers
- Providing physical and visual barriers
- Evaluating the potential risk of the emergency
- Implementing specific communication skills including questioning, reflective listening and body language

Appropriate procedures to address potential emergency or crisis situation may include:

- Negotiating to prevent escalation
- Seeking assistance from other people or agencies
- Immediate referral
- Intervention to ensure physical safety

Other information could include information from:

- The client's carers and or family
- Other agencies or workers with knowledge of the client
- Client files

RANGE STATEMENT

Specialist support may include:

- Health professionals
- Careers and employment advice
- Financial counselling
- Family and relationship counselling
- Child Protection officers
- Mental health professional
- AOD detox, withdrawal and support
- Child care
- Centrelink officers

All client information would include:

- Behaviour
- Responses to questions and other information provided by client
- Physical appearance and acuity
- File information
- Information on the client provided by family, carers, other workers, other agencies

Accepted procedures to evaluate the benefit to the client of referral include:

- Discussing options with the client, carers and family
- Checking the availability of services within the organisation
- Checking the availability and accessibility of other services

Brief intervention will be focused on providing de-escalation and emotional support:

- One-to-one approach, private
- Takes short period of time
- Can be done by anyone in the team
- A client led process
- Opportunistic
- Used for harm reduction and facilitating behaviour change
- Carer respite (e.g. for clients with ABI)

RANGE STATEMENT

Organisation policies and procedures may include:

- Incident reporting and documentation
- Operational guidelines for handling cases involving difficult and behaviours of concern
- Record-keeping
- Legal responses

Decisions to provide a brief intervention will be based on:

- The issues of concern to the client and the stage of decision to change is determined
- Availability of resources to support the brief intervention
- Agency and worker mandate and focus

Document/s may include:

- Data
- Case notes
- Case files
- Client reports
- Referral notes

Unit Sector(s)

Not Applicable

CHCCONS504C Assist families to self manage contact

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCONS504B Assist families to self manage contact	CHCCONS504C Assist families to self manage contact	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to work with families to achieve the greatest level of self management of safe contact arrangements

Application of the Unit

Application

This unit applies to staff working in Children's' Contact Services and within the regulations of legislation associated with facilitated contact under the Family Law Act

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1. Assess suitability for self managed contact | <ul style="list-style-type: none"> 1.1 Review existing <i>court orders</i> 1.2 Explain <i>options for community support</i> outside of the children's contact service 1.3 <i>Respectfully engage parents</i> in the planning process for self managed contact to occur |
| 2. Plan with parents to establish self managed contact | <ul style="list-style-type: none"> 2.1 Help parents to identify <i>issues and barriers</i> to self manage contact 2.2 Develop a case plan to assist the family achieve <i>self managed contact</i> according to organisation policy 2.3 Model time management and planning skills to parents seeking self managed contact 2.4 <i>Model parenting skills and appropriate child behaviour management</i> 2.5 Use negotiation skills to assist parents to reach agreement about self managed contact 2.6 Ensure that plans for self managed contact are in accordance with court orders |

ELEMENT**PERFORMANCE CRITERIA**

3. Monitor and review transition plan
- 3.1 Review the transition into self management plan regularly
 - 3.2 Revise the plan as determined by family and/or worker assessment of new or existing information
 - 3.3 Maintain a *child focused approach* in transition planning
 - 3.4 Encourage parents to remain child focused in all aspects of transition form the support of Children's Contact Service
 - 3.5 Follow revised plans to assist families achieve self managed contact

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Understanding reactions of children experiencing re victimisation and who are affected by trauma
- Working knowledge of the intentions of the Shared Parenting provisions of the Family Law Act and practices that will support families to achieve these goals where appropriate
- Understand adhere to legal responsibilities and duty of care under legislative requirements
- Awareness and understanding of the implications of confidentiality policy and procedures and necessary limitations of confidentiality in cases of harm or abuse
- Awareness of work health and safety (WHS) policy and procedures in the context of changeover
- Relevant legislation that impacts on the provision of changeover and facilitated contact including, Child Protection Legislation, Family Law Act, Domestic and Family Violence Laws within the jurisdiction of the service provision
- Factors affecting family dynamics and particularly children, with incidents or history of high levels of parental conflict, violence or abuse
- Understanding the impact of high conflict in post separation involving children
- Awareness of adult and juvenile sexual offending behaviour types, cycles of offending behaviour and appropriate responses to allegations of offending behaviour in accordance with organisation policy and legislation
- Understand child developmental norms at different ages and stages
- Awareness of domestic and family violence cycle, indicators and appropriate responses
- Awareness of family systems and how this is relevant to the role of contact worker in the development of relationships in extended and blended families
- Working knowledge of separation anxiety and attachment theory, child development, loss and grief issues and family violence and how this is relevant to the role of contact worker in the changeover and contact process, particularly observing child's emotional reaction and interactions with carers/parents
- Awareness of case work practices and how to contribute to these process through documentation and consultation with senior staff or supervisors
- Local support services available to clients needing external information, support or

REQUIRED SKILLS AND KNOWLEDGE

interventions

- Cross cultural issues in child parent relationships

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate :
 - empathy to parents/carers and children
 - non-judgement approaches and attitudes towards all clients
 - neutrality and impartiality when engaging in practices with both the resident and non resident parent/carer
 - age appropriate communication when working with young people and children, people with disabilities, cultural diversity
- Record case notes, including recording only relevant information and objective information
- Discriminate between what is factual observation and what is personal interpretations and subjective information
- Write incident reports as required and in accordance with WHS policies of the organisation
- Identify real and potential risks associated with developing relationships with high risk client groups
- Communicate effectively with vulnerable or hostile parents and children in crisis using effective interpersonal skills and conflict resolution skills:
 - listening and understanding
 - speaking clearly and directly
 - negotiating responsively
 - persuading effectively
 - being appropriately assertive
 - empathising
- Engage involuntary or resistant parents and children in planning for the future
- Communicate effectively with children to ensure rapport and trust is established
- Use observational skills and interpret information into objective recordings of client interactions which may inform the preparation of court reports
- Use modelling and demonstrate cooperative behaviours
- Model and implement appropriate boundaries for interacting with families
- Apply case management processes
- Use a problem solving approach where issues prohibit the planning of self managed contact
- Use assessment skills for establishing client needs and planning to ensure these needs can be most appropriately met

REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Comply with codes of conduct of the organisation
- Communicate in a cross cultural context with a diverse client group, promote access and equity to service users
- Work with interpreters effectively
- Apply data entry skills for input of funding services statistical information

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills.
- Observation of workplace performance is essential for assessment of this unit.
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace on more than one occasion.

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
 - Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

EVIDENCE GUIDE

Method of assessment

- Observation in the workplace
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.

The assessment environment should not disadvantage the candidate

Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English

Where the candidate has a disability, reasonable adjustment may be applied during assessment

Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Court orders may include:

- Parental contact and residency
- Child protection
- Domestic and family violence issues

RANGE STATEMENT

Options for community support may include but is not limited to:

- Counselling and family support services
- Dispute resolution services
- Health and medical services
- Child support agency
- Centrelink
- Alcohol and other drugs (AOD) services
- Domestic violence services
- Legal aid
- Mental health services
- Cultural community connections

Respectfully engage parents must include:

- Impartial and objective attitudes of workers
- Acknowledge individuality and experiences
- Respects the rights of parents to choose to participate
- Respects culturally diverse range of parenting skills and choices

Issues and barriers may include:

- Domestic and family violence past or present
- AOD issues
- Mental health issues particularly unmanaged
- Physical, verbal or emotional and psychological abuse
- Social and geographic isolation
- Physical and/or intellectual disability
- Health matters
- Accommodation issues
- Other legal matters

Self managed contact may include:

- Contact arrangements that are agreed to by both parents and managed without the support of the Contact Service and are considered to be in the best interest of the child

Child focused approach:

- Practice is aimed at facilitating information about the child's needs/wants to the parents , acting in the 'best interests of the child'

RANGE STATEMENT

Model parenting skills and appropriate child behaviour management includes:

- Effective and respectful communication with children
- Seeking clarification on what the child wants to have happen, how they think this might happen, how they feel about the situation, seeking understanding from the child's perspective any changes that might assist with any contact refusal
- Encouraging and respecting children's views and ideas
- Appropriate management of child behaviour
- Appropriate content for discussion with children
- Expressing feelings and emotions

Unit Sector(s)

Not Applicable

CHCCONS403C Support families to develop relationships

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCONS403B Support families to develop relationships	CHCCONS403C Support families to develop relationships	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to assist children and parents to achieve positive relationships in situations of separation or divorce

Application of the Unit

Application

This unit applies to staff working in Children's' Contact Services and within the regulations of Family Law legislation associated with facilitated contact

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1. Engage with families to determine relationship issues | <p>1.1 Use appropriate communication techniques to assess the <i>relationship dynamics</i> of both parents and child/young person</p> <p>1.2 Identify the needs of each party and discuss <i>appropriate support and response options</i></p> <p>1.3 <i>Document family relationship goals, plans and actions according to organisation policy</i></p> |
| 2. Support relationship building | <p>2.1 <i>Model positive parenting</i> and interactions with children</p> <p>2.2 Demonstrate use of play techniques for interacting with child/and or young person</p> <p>2.3 Model cooperation, negotiation and assertion skills to resolve relationship conflict</p> <p>2.4 Encourage the child and/or young person to interact with the parent through role modelling and demonstration of appropriate behaviour</p> <p>2.5 Provide feedback and positive affirmations to support families in relationship building</p> |

ELEMENT**PERFORMANCE CRITERIA**3. *Activate referrals*

- 3.1 Refer to services that will support specific issues impacting on the development of relationships
- 3.2 Identify community resource options for family interactions and relationship development
- 3.3 Advocate for community support services to meet family's needs

4. Respond to inappropriate parental behaviour

- 4.1 Debrief the residential parent and non residential parent
- 4.2 Debrief the child and/or young person
- 4.3 Be diplomatic in responses to inappropriate behaviour. Direct conversations to parents appropriate responsibilities
- 4.4 Be aware of the relationship issues between the parents and refer where necessary
- 4.5 Respond to any issues of a legal nature according to organisation policy and legislative requirements
- 4.6 Discuss with the parents the ramifications if behaviours have breached the Service Level Agreement

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understanding reactions of children experiencing re victimisation and who are affected by trauma
- Working knowledge of the intentions of the Shared Parenting provisions of the Family Law Act and practices that will support families to achieve these goals where appropriate
- Awareness and understanding of the implications of confidentiality policy and procedures and necessary limitations of confidentiality in cases of harm or abuse
- Awareness of work health and safety (WHS) policy and procedures in the context of changeover
- Relevant legislation that impacts on the provision of changeover and facilitated contact including, Child Protection Legislation, Family Law Act, Domestic and Family Violence Laws within the jurisdiction of the service provision
- Factors affecting family dynamics and particularly children, with incidents or history of high levels of parental conflict, violence or abuse
- Understanding the impact of high conflict in post separation involving children
- Awareness of adult and juvenile sexual offending behaviour types, cycles of offending behaviour and appropriate responses to allegations of offending behaviour in accordance with organisation policy and legislation
- Understand child developmental norms at different ages and stages
- Awareness of domestic and family violence cycle, indicators and appropriate responses
- Awareness of family systems and how this is relevant to the role of contact worker in the development of relationships in extended and blended families
- Working knowledge of separation anxiety and attachment theory, child development, loss and grief issues and family violence and how this is relevant to the role of contact worker in the changeover and contact process, particularly observing child's emotional reaction and interactions with carers/parents.
- Awareness of case work practices and how to contribute to these process through documentation and consultation with senior staff or supervisors
- Local support services available to clients needing external information, support or interventions
- Cross cultural issues in child parent relationships

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate:
 - empathy to parents/carers and children
 - non-judgement approaches and attitudes towards all clients
 - neutrality and impartiality when engaging in practices with both the resident and non resident parent/carer
 - age appropriate communication when working with young people and children, people with disabilities, cultural diversity
- Record case notes, including recording only relevant information and objective information
- Discriminate between what is factual observation and what is personal interpretations and subjective information
- Write incident reports as required and in accordance with WHS policies of the organisation
- Identify real and potential risks associated with developing relationships with high risk client groups
- Communicate effectively with vulnerable or hostile parents and children in crisis using effective interpersonal skills and conflict resolution skills:
 - listening and understanding
 - speaking clearly and directly
 - negotiating responsively
 - persuading effectively
 - being appropriately assertive
 - empathising
- Engage involuntary or resistant parents and children in planning for the future
- Communicate effectively with children to ensure rapport is established and trust in the process of changeover is achieved and maintained
- Use observational skills and interpret this information into objective recordings of client interactions which may inform the preparation of court reports
- Use modelling and demonstrate cooperative behaviours
- Model and implement appropriate boundaries for interacting with families

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

REQUIRED SKILLS AND KNOWLEDGE

- Comply with codes of conduct of the organisation
- Communicate in a cross cultural context with a diverse client group, promote access and equity to service users
- Work with interpreters effectively
- Create and maintain a child friendly environment
- Apply data entry skills for input of funding services statistical information

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills.
- Observation of workplace performance is essential for assessment of this unit.
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace on more than one occasion.

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Method of assessment

- Observation in the workplace
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.

The assessment environment should not disadvantage the candidate

Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English

Where the candidate has a disability, reasonable adjustment may be applied during assessment

Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Relationship dynamics may include but is not limited to:

- Power imbalances and intimidation
- Past or present family violence or abuse
- Intergenerational issues of appropriate communication, behaviour management
- Critical factors of substance misuse, abuse
- Past or present issues of child abuse and neglect
- Socioeconomics, financial, geography, isolation
- Mental illness
- Grief and loss
- Attachment issues
- Learned behavioural responses

Appropriate support and response options may include but are not limited to:

- Facilitate referral to support services
- Advocacy within the guidelines of the organisation
- Provision of critical information about client rights, matters of legal nature, safety and essential care services
- Planning processes
- Mediation and/or other conflict management
- Referral to counselling services

Document family relationship goals may include:

- Case plans
- File records
- Case reviews or planning processes
- Case reports

RANGE STATEMENT

Model positive parenting may include:

- Communication with children
- Seeking clarification on what the child wants to have happen, how they think this might happen, how they feel about the situation, seeking understanding from the child's perspective any changes that might assist with any contact refusal
- Encouraging and respecting children's views and ideas
- Appropriate management of child behaviour
- Appropriate content for discussion with children
- Expressing feelings and emotions

Activate referrals may include referring to support services including:

- Housing
- Income support
- Domestic violence support services
- Recreational and support groups
- Centrelink
- Child support
- Family relationship centres
- Men's help services
- Cultural support services
- Family focused specialist groups

Unit Sector(s)

Not Applicable

CHCCONS402C Facilitate and monitor contact

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCONS402B Facilitate and monitor contact	CHCCONS402C Facilitate and monitor contact	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to facilitate and monitor the contact between the child/children and the non resident parent

Application of the Unit

Application

This unit applies to core Children's Contact Service work. The context of facilitated contact can be either voluntary (initiated by the family) or involuntary (result of court order)

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Establish and commence the contact visit

1.1 Establish rapport with parents and child/young person and parents at commencement of contact visit

1.2 Reinforce parameters of facilitated contact with parents including reporting processes

1.3 Clarify *contact or court orders* with supervisor before contact occurs

1.4 Conduct *risk assessment* with both parties upon commencement of contact visit

1.5 Seek agreement from both parties to establish a plan for facilitated contact using negotiation skills

1.6 Plan, in consultation with parents and child/young person for the facilitated contact to occur with *age appropriate activities*

ELEMENT	PERFORMANCE CRITERIA
2. Monitor contact between child/young person and non resident parent	<p>2.1 Monitor behaviours and safety of the child/young person during contact with non resident parents with minimal intervention</p> <p>2.2 Manage any challenging behaviour of both parents and child/young person</p> <p>2.3 Intervene in contact between child/young person and parent where appropriate</p> <p>2.4 Seek support of peers or senior staff as needed</p> <p>2.5 Refer family or individuals to <i>other services</i> according to organisation policy and assessed client needs</p> <p>2.6 Demonstrate ability to <i>communicate effectively with parents</i> and children in a consistent, and culturally appropriate way to model respectful parenting and relationships</p> <p>2.7 Direct the contact and keep interaction flowing between parent, child and or young person</p> <p>2.8 Respond to complaints from either party according to organisation policy</p> <p>2.9 <i>Terminate contact</i> when necessary in line with organisation procedures and reporting actions to immediate supervisor</p>
3. <i>Document</i> information about facilitated contact	<p>3.1 Prepare reports according to organisation policy</p> <p>3.2 Create files and write case notes according to organisation policy</p> <p>3.3 Complete incident reports when required</p> <p>3.4 Revise arrangements for facilitated contact</p> <p>3.5 Demonstrate confidentiality and privacy policy of the organisation in when recording and managing client information</p>

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 4. Participate in strategies to improve services for families | 4.1 Attend regular staff meetings and debriefing sessions with peers |
| | 4.2 Undertake regular professional development to ensure procedures reflect legislative and industry requirements |
| | 4.3 Consult on all difficult operations with senior staff according to organisation requirements |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Understanding reactions of children experiencing re victimisation and who are affected by trauma
- Awareness and understanding of the implications of confidentiality policy and procedures and necessary limitations of confidentiality in cases of harm or abuse
- Awareness of work health and safety (WHS) policy and procedures in the context of changeover
- Relevant legislation that impacts on the provision of changeover and facilitated contact including, Child Protection Legislation, Family Law Act, Domestic and Family Violence Laws within the jurisdiction of the service provision
- Factors affecting family dynamics and particularly children, with incidents or history of high levels of parental conflict, violence, abuse and/or mental health issues
- Understanding the impact of high conflict in post separation involving children
- Emergency response procedures in situations of critical incidents eventuating from a breakdown in the changeover process
- Understand child developmental norms at different ages and stages
- Recognise how the observer role influences interaction and behaviour of others
- Boundary expectations of the worker in the role of facilitating changeover or contact
- Awareness of family systems and how this is relevant to the role of contact worker in the changeover and contact process
- Working knowledge of separation anxiety and attachment theory, child development, loss and grief issues and family violence and how this is relevant to the role of contact worker in the changeover and contact process, particularly observing child's emotional reaction and interactions with carers/parents
- Awareness of case work practices and how to contribute to these process through documentation and consultation with senior staff or supervisors
- Local support services available to clients needing external information, support or interventions

Essential skills:

REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Debrief children and young people after contact
- Demonstrate:
 - empathy to parents/carers and children
 - non-judgement approaches and attitudes towards all clients
 - neutrality and impartiality when engaging in practices with both the resident and non resident parent/carer
 - age appropriate communication when working with young people and children, people with disabilities, cultural diversity
- Record case notes, including recording only relevant information and objective information
- Discriminate between what is factual observation and what is personal interpretations and subjective information
- Identify and respond to real and potential risks associated with changeover processes and high risk client groups including alcohol and other drug use, mental health and violence

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Communicate effectively with vulnerable or hostile parents and children in crisis using effective interpersonal skills and conflict resolution skills:
 - listening and understanding
 - speaking clearly and directly
 - negotiating responsively
 - persuading effectively
 - being appropriately assertive
 - empathising
- Engage involuntary or resistant children and facilitate the process
- Comply with codes of conduct of the organisation
- Communicate in a cross cultural context with a diverse client group, promote access and equity to service users
- Work with interpreters effectively
- Create and maintain a child friendly environment
- Apply data entry skills for input of funding services statistical information
- Communicate effectively with children to ensure rapport is established and trust in the process of changeover is achieved and maintained
- Use observational skills and interpret this information into objective recordings of client interactions which may inform the preparation of court reports
- Use modelling and demonstrate cooperative behaviours

REQUIRED SKILLS AND KNOWLEDGE

- Model and implement appropriate boundaries for interacting with families
- Work in a team environment and contribute as a team member to work practices and processes
- Assess child's need in relation to facilitated changeover and parental contact

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace on more than one occasion

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate person

Method of assessment

- Observation in the workplace
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.

The assessment environment should not disadvantage the candidate

Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English

Where the candidate has a disability, reasonable adjustment may be applied during assessment

Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Contact or court orders may include:

- Provisions or orders specified by the family law court process

Risk assessment may include:

- Processes for evaluating the nature of specific risks to safety for individual clients using tools and structured judgement
- The content of risk may relate to:
 - Exposure to violence or parental conflict
 - Mental health issues
 - Children's and parenting issues

Document may include:

- Court reports if specified within job role
- Case notes and observational recordings
- Incident reports
- Notifications
- Data entry requirements according to service agreements

Age appropriate activities may include:

- Child's chosen activity - play (individual and group)
- Outdoor activities and indoor activities
- Developmentally appropriate
- Child self determined activity

RANGE STATEMENT

Other services may include:

- Counselling and family support services
- Dispute resolution services
- Health and medical services
- Child support Agency
- Centrelink
- Drug and alcohol services
- Domestic violence services
- Legal Aid
- Mental health services

Communicate effectively with parents may include but is not limited to:

- Use of empathy
- Congruence
- Being non-judgement
- Ensuring neutrality
- Culturally appropriate communication and observation of protocols
- Negotiation
- Assertiveness
- In languages other than English
- Indigenous languages
- Visual languages such as sign language and allow for the use of assistive technology

Termination of contact may be a result of:

- Safety concerns for child and/or adult
- Actual incident of breach of agreed standards
- Parent self selects to terminate
- Child distress
- Issues of a legal nature arise
- Senior worker determines it appropriate or necessary to terminate the contact

Unit Sector(s)

Not Applicable

CHCCONS401C Facilitate changeover

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCONS401B Facilitate changeover	CHCCONS401C Facilitate changeover	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required for workers to facilitate the safe changeover of children between resident and non resident parents in the context of contact arrangements

Application of the Unit

Application

This unit applies to core Children's Contact Service work

The context of facilitated changeover may be either voluntary (initiated by the family) or involuntary (result of court order)

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Establish the changeover arrangements

1.1 *Establish rapport with children and parents to gain their confidence*

1.2 *Explain the changeover process to all parties including children, resident and non resident parent*

1.3 *Approach both parents with neutrality without compromising effective communication and rapport building*

1.4 *Observe child and parent risk factors and assess for substance use and/or safety concerns*

1.5 *Create a safe conducive environment in which changeover is to occur*

1.6 *Listen to and acknowledge parents feelings and concerns about facilitated changeover and contact*

1.7 *Identify any health issues or significant concerns to be monitored*

ELEMENT**2. Monitor the changeover process****PERFORMANCE CRITERIA**

2.1 Follow *organisation policies and procedures* to ensure client and worker safety during changeover

2.2 Assist the child/and or young person to move from one parent to another for contact to occur

2.3 Respond appropriately to, and in accordance with organisation policy and procedure to abusive and hostile parents at changeover

2.4 Respond appropriately to, and in accordance with organisation policy and procedures to early and late parents

2.5 Manage conflict to ensure the safety of child/and or young person, parents and colleagues

2.6 Ensure the environment is contextually appropriate, safe, secure and supportive

2.7 Maintain confidentiality of parents as required by the organisations privacy policy

2.8 Model appropriate cooperation and *parental behaviour* and cultural sensitivity

2.9 Facilitate parent child interaction at changeover

2.10 Relieve the parent of the child at the arranged time

2.11 Manage and respond appropriately to child refusal in accordance with organisations policies and procedures

ELEMENT

3. Assess the effectiveness of changeover

PERFORMANCE CRITERIA

- 3.1 Ensure debriefing is provided to the child and/or young person according to organisation procedures
- 3.2 Respond to any incidents or concerns as a result of the facilitated changeover according to organisation policy
- 3.3 Complete *documentation* requirements according to organisation policy
- 3.4 Seek supervisor support according to organisation policy
- 3.5 Inform relevant persons or authorities of any safety concerns
- 3.6 Refer parents to *other support systems* when appropriate
- 3.7 Inform senior staff of concerns about the continued appropriateness of facilitated changeover according to emotional and physical safety of the child

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Understanding reactions of children experiencing re victimisation and who are affected by trauma
- Awareness and understanding of the implications of confidentiality policy and procedures and necessary limitations of confidentiality in cases of harm or abuse
- Awareness of work health and safety (WHS) policy and procedures in the context of changeover
- Relevant legislation that impacts on the provision of changeover and facilitated contact including, Child Protection Legislation, Family Law Act, Domestic and Family Violence Laws within the jurisdiction of the service provision
- Factors affecting family dynamics and particularly children, with incidents or history of high levels of parental conflict, violence, abuse or mental health concerns
- Understanding the impact of high conflict in post separation involving children
- Emergency response procedures in situations of critical incidents eventuating from a breakdown in the changeover process
- Understand child developmental norms at different ages and stages
- Recognise how the observer role influences interaction and behaviour of others
- Boundary expectations of the worker in the role of facilitating changeover or contact
- Awareness of family systems and how this is relevant to the role of contact worker in the changeover and contact process
- Working knowledge of separation anxiety and attachment theory, child development, loss and grief issues and family violence and how this is relevant to the role of contact worker in the changeover and contact process, particularly observing child's emotional reaction and interactions with carers/parents
- Awareness of case work practices and how to contribute to these process through documentation and consultation with senior staff or supervisors
- Local support services available to clients needing external information, support or interventions

Essential skills:

REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Debrief children and young people after contact
- Demonstrate:
 - empathy to parents/carers and children
 - non-judgement approaches and attitudes towards all clients
 - neutrality and impartiality when engaging in practices with both the resident and non resident parent/carer
 - age appropriate communication when working with young people and children, people with disabilities, cultural diversity
- Record case notes, including recording only relevant information and objective information
- Discriminate between what is factual observation and what is personal interpretations and subjective information
- Write incident reports where necessary and in accordance with policies of the organisation
- Identify and respond to real and/or potential risks associated with changeover processes and high risk client groups including substance use, violence and or mental health concerns

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Communicate effectively with vulnerable or hostile parents and children in crisis using effective interpersonal skills and conflict resolution skills:
 - listening and understanding
 - speaking clearly and directly
 - negotiating responsively
 - persuading effectively
 - being appropriately assertive
 - empathising
- Engage involuntary or resistant children and facilitate the process
- Comply with codes of conduct of the organisation
- Communicate in a cross cultural context with a diverse client group, promote access and equity to service users
- Work with interpreters effectively to facilitate the changeover process
- Create and maintain a child friendly environment
- Apply data entry skills for input of client statistical information
- Communicate effectively with children to ensure rapport is established and trust in the process of changeover is achieved and maintained

REQUIRED SKILLS AND KNOWLEDGE

- Use observational skills and interpret this information into objective recordings of client interactions which may inform the preparation of court reports
- Model and implement appropriate boundaries for interacting with families
- Work in a team environment and contribute as a team member to work practices and processes

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace on more than one occasion

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Method of assessment

- Observation in the workplace
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.

The assessment environment should not disadvantage the candidate

Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English

Where the candidate has a disability, reasonable adjustment may be applied during assessment

Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Establish rapport with children and parents may include:

- Actively listening to each persons concerns
- Acknowledging feelings yet remaining impartial
- Demonstrating empathy
- Establishing trust with each person
- Modelling effective communication skills
- Explaining process and expectations including responsibilities and rights of each person
- Creating a friendly and welcoming environment

Explain the changeover process may include but is not limited to:

- Client rights and responsibilities
- Expectations on behaviour
- Limitations of the changeover process
- Communication strategies related to late arrival, non attendance, review of the process, concerns and complaints
- Clarification of client's expectations of the changeover service
- Provision of written and other forms of information to meet specific communication need of clients

Neutrality and impartiality must involve:

- Absence of personal bias and prejudice

RANGE STATEMENT

Child and parent risk factors may include:

- Parents presenting under the influence of substances
- Parents with unmanaged mental health issues
- Displays of volatile behaviour
- Aggressive physical and verbal behaviour
- Unmanaged physical and mental illness
- Indicators of violence or family abuse
- Child protection concerns
- Social, geographical and emotional isolation of family members
- Financial difficulty

Safe conducive environment may include:

- Ensuring parents do not interact during changeover
- Monitoring and observing behaviour of all parties at points of handover
- Ensuring parents are aware of the limitations of the organisation and expected client behaviour
- Confidently activating incident response when needed
- Commitment to child safety measures in all aspects of work practices
- Ensuring the physical environment of the changeover site is free from hazards and potential risk for clients

Organisation policies and procedures may include:

- WHS workplace procedures
- Risk management policy
- Confidentiality policy
- Changeover policy and procedures
- Reporting policy and procedures
- Account keeping procedures for the collection of fees

Documentation may include:

- Observational case notes
- Records of contact
- Memos
- Case notes
- Child protection notifications
- Incident reports
- Receipt for payments

RANGE STATEMENT

- Parental behaviour may include:*
- Communication with children
 - Seeking clarification on what the child wants to have happen, how they think this might happen, how they feel about the situation, seeking understanding from the child's perspective about any changes that might assist with contact refusal
 - Encouraging and respecting children's views and ideas
 - Appropriate management of child behaviour
 - Appropriate content for discussion with children
 - Expressing feelings and emotions

- Other support systems for parents and children may include:*
- Counselling and family support services
 - Dispute resolution services
 - Health and medical services
 - Child support agency
 - Centrelink
 - Drug and alcohol services
 - Domestic violence services
 - Legal Aid
 - Mental health services

Unit Sector(s)

Not Applicable

CHCCS414A Provide education and support on parenting, health and well being

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to provide education and support in a small group or one to one setting and or for community members on for effective parenting behaviour, general health and well being issues

Application of the Unit

Application

The support may be provided in a one to one service delivery mode or in a group

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Identify clients particular needs and interests in relation to health, well being and parenting

PERFORMANCE CRITERIA

- 1.1 Assess needs of client or group for education and support on health, well being and parenting
- 1.2 Elicit key issues of concern to determine the nature and scope of education program to be provided
- 1.3 Identify and plan for appropriate strategies to match client educational needs
- 1.4 Seek additional assistance and expertise as required
- 1.5 Identify and discuss resources required to support implementation of the program and changed practices
- 1.6 Determine stage in client's decision to seek information or change

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 2. Lead a group to communicate about parenting | 2.1 Acknowledge what is working well with families and identify their strengths |
| | 2.2 Outline <i>stressors</i> and how these impact on families capacity to function effectively |
| | 2.3 Outline <i>key knowledge and skill sets</i> |
| | 2.4 Encourage group members to share parental experiences and seek additional information and support as required |
| | 2.5 Review current skills and expectations for skill development |
| | 2.6 Ensure program delivery demonstrates responsiveness to the needs of the group and the community |
| | 2.7 Ensure program content reflects current policy and practical application of theory |
| | 2.8 Implement processes to ensure assessment of the skill, knowledge and attitudes of group is ongoing during the program |
| | 2.9 Discuss parenting behaviour, attitudes and beliefs and how they have an impact on health and well being of children |
| 3. Identify and respond to group and individual needs | 3.1 Raise awareness of health and well being issue with clients not contemplating change |
| | 3.2 Conduct brief motivational interview/presentation to guide changes when required |
| | 3.3 Ensure educational information and support is responsive to needs of individual and community |
| | 3.4 Ensure program content reflects current policy and practical application of theory |
| | 3.5 Undertake ongoing assessment of client skills, knowledge and attitudes during the program |

ELEMENT**PERFORMANCE CRITERIA**

4. Support the practice of new behaviours

4.1 Encourage participants to develop an *active support network* during the program

4.2 Support modelling of effective parenting techniques and healthy lifestyle

4.3 Provide clear feedback on progress in skill development to participants

4.4 Encourage participants to access further development options as required

4.5 Identify issues that may require referral to professional support and discuss with the client

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Demonstrated understanding of stages of child development
- Healthy lifestyle and the effect of an unhealthy lifestyle, including but not limited to the impact of childhood obesity (physical and psychological effects)
- Nutrition and a healthy diet
- Impact of positive parenting in regards to formation of healthy lifestyle behaviours of children
- How to plan and evaluate a community education program

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Plan a community program
- Facilitate a group education session
- Communicate to specific groups, key principles and practices related to:
 - healthy lifestyle
 - nutrition and a healthy diet
 - effective parenting techniques
 - child development
 - infection control
 - promoting child development
 - safety and supervision of children

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

REQUIRED SKILLS AND KNOWLEDGE

the identified work role

These include the ability to:

- Demonstrate high level and effective communication including in a multi cultural context
- Demonstrate skills in leadership and change management

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence must include observation of performance in the work environment or in a simulated work setting
- Evidence must include demonstration over a period of time to ensure consistency of performance

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resource requirements for assessment include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
 - equipment and resources normally used in the workplace
- Method of assessment:*
- Observations
 - Questioning
 - Evidence gathered from the workplace environment

Range Statement

RANGE STATEMENT

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Stressors within the community that may have specific impact on families include:

- Financial
- Employment
- Alcohol and other drugs issues
- Accommodation and homelessness
- Risk of abuse, neglect and harm
- Access to education

Key knowledge and skill sets:

- Stages in child development
- Importance of supporting the early years to ensure subsequent educational success
- Relationship development and management
- Impact on the health of individuals and communities of neglect, violence and abuse
- Impact on the health of individuals and communities of alcohol and drugs
- Nutrition and food handling
- Models of parenting
- Features of a healthy lifestyle
- Indicators of well being

Active support network may include:

- Others within the local community
- 'Virtual' communities linked by Information Technology
- Community leaders and elders
- Other parents
- Family members
- Local community groups and play groups
- Special interest groups

Unit Sector(s)

Not Applicable

CHCCS404B Facilitate family intervention strategies

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to facilitate a broad range of programs to meet the needs of families within a specific community

Application of the Unit

Application

This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Assess needs of families in the community

PERFORMANCE CRITERIA

- 1.1 *Assess family's level of need* having regard to broad social and cultural perspectives in the area
- 1.2 Ensure assessment includes criteria relevant to needs of culturally and linguistically diverse families, Aboriginal families and families from diverse socioeconomic backgrounds
- 1.3 Apply the family law framework as an integrated part of family
- 1.4 Utilise appropriate assessment tools to obtain information about the needs of families within a specific community
- 1.5 Consult industry *networks* to inform assessment of the *needs of families* in the community

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 2. Facilitate the delivery of a family inclusive service | 2.1 Ensure demographic research informs response to community needs for early family intervention |
| | 2.2 Develop and implement organisation guidelines containing current policies for early family intervention and <i>crisis support</i> |
| | 2.3 Provide educational services to facilitate sound parenting practices |
| | 2.4 Ensure the process of service delivery aims to increase active and positive participation of families in the community |
| 3. Review and monitor practice | 3.1 Monitor approaches to family support service delivery and programs and adjust procedures to ensure ongoing effectiveness |
| | 3.2 Ensure programs and procedures incorporate changes to address consumer and other feedback |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Models of family intervention theory and practice
- Family intervention strategies, scope and process
- The wider physical, social, community and cultural environment within which the client lives
- Needs of Aboriginal and/or Torres Strait Islander families
- Cultural and linguistic diversity within a specific community
- Options to support behaviour change
- Community capacity building and community development
- Referral resources
- Importance of confidentiality and privacy
- Organisation policies and procedures for record-keeping and security
- Workplace code of conduct or code of practice
- Occupational health and safety guidelines

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Undertake, implement and evaluate an assessment of family need
- Demonstrate interpersonal communication, including ability to listen, observe, speak and behave in a respectful and sensitive manner:
 - it is necessary for the worker's manner to be non-judgemental and non-confrontational
 - this ability is crucial as the health information shared may be confronting to the client
 - language used may be English or a community language depending on the client and worker

REQUIRED SKILLS AND KNOWLEDGE

- Screen and assess client needs
- Demonstrate facilitation and negotiation to the level required to achieve change in the community
- Apply literacy competence required to satisfy record-keeping and referral requirements

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

- Context of and specific resources for assessment:*
- Assessment may take place during a training workshop or in the workplace, depending on the mode of delivery

- Method of assessment:*
- Assessment should include a combination of methods such as:
- Observation and listening
 - Individual/group discussion
 - Discussion of participants' self-assessment and evaluation
 - Assessment of written exercises, displays and presentations

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Assess family's level of need includes:*
- Range of possible assessment methods (e.g. interviews)
 - Ethical issues in assessment (e.g. confidentiality)
 - Identifying 'needs'
 - Recognising diversity within a community in relation to needs

RANGE STATEMENT

Networks may include:

- Development of networks relevant to a particular community
- Referral networks
- Consultation mechanisms

Needs of families include:

- Range and scope of 'parenting skills'
- Factors which promote/inhibit parenting skills
- Cultural differences in parenting
- Impact of gender expectations
- Psychosocial developmental needs of children

Crisis support includes:

- Crisis intervention methods
- Community resources
- Prioritising needs
- Utilising family strengths to resolve crises

Unit Sector(s)

Not Applicable

CHCCS401C Facilitate responsible behaviour

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS401B Facilitate responsible behaviour	CHCCS401C Facilitate responsible behaviour	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Changes to terminology 'challenging/difficult behaviour' to 'behaviours of concern'. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to respond to behaviours of concern and support responsibility for behaviour management and change

Application of the Unit

Application

This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Monitor behaviour of the *client*

PERFORMANCE CRITERIA

- 1.1 Use formal and informal methods to observe and monitor client behaviour
- 1.2 Assess *behaviours of concern* for potential conflict and use a range of preventative and defusing strategies
- 1.3 Evaluate client behaviour and interactions in a fair, objective and consistent manner
- 1.4 Ensure decisions on action are consistent with all available evidence and organisation practice/ procedures
- 1.5 Seek specialist advice and make referrals where required

ELEMENT**PERFORMANCE CRITERIA**

2. Use *communication strategies* to de-escalate conflict

- 2.1 Conduct interactions with clients in a fair, just, humane, equitable and positive manner
- 2.2 Use communication strategies with individuals for effective interaction and problem solving
- 2.3 Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices
- 2.4 Identify potential causes of conflict and use a range of appropriate and effective defusing responses
- 2.5 Use negotiation techniques to divert and minimise aggressive behaviour
- 2.6 Use negotiation to examine cause and effect and encourage appropriate responsibility and accountability for behaviour and its outcomes

3. Respond to behaviours of concern

- 3.1 Challenge behaviours of concern and outline options and opportunities to change clearly and with positive encouragement
- 3.2 Confirm the implications of continuing behaviours of concern clearly, calmly and objectively
- 3.3 Use techniques according to organisation's procedures to ensure personal safety and safety of clients/colleagues.
- 3.4 If physical force must be used to ensure safety, apply the minimum level of force required and *report* in accordance with policies and procedures
- 3.5 Select strategies to address aggressive and unacceptable behaviour, that are accurate, clear and comply with procedures
- 3.6 Select strategies and responses for their potential to provide role models and examples of confident assertive behaviour
- 3.7 Carry out intervention strategies according to an analysis of the situation and organisation policies and procedures.
- 3.8 Report incidents in a manner that complies with policy, procedures and legislation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- The organisation's policies, guidelines and procedures relating to responses to behaviours of concern, safety and security, delegations, duty of care, including dealing with conflict and critical incidents
- Principles of effective communication for conflict management
- Defusing and negotiation strategies
- Specific statutory requirements related to treatment of clients with special needs and requiring special support
- Reporting procedures and practice, internal and external
- Support and referral services and specialists
- Principles of responding to human behaviour relating to violence, aggression and suicide
- Principal cultural practices and customs of the client population and their impact on behaviour in the particular environment

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply organisation policies and procedures related to conflict and critical incidents
- Check the accuracy of information from different sources
- Identify the causes of aggression/violence
- Use a range of conflict management strategies
- Apply communication and negotiation skills under pressure

Evidence Guide

EVIDENCE GUIDE

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The application of this unit will depend on the work roles and responsibilities and the nature and requirements of the work environment

Client may be:

- Individuals or
- Groups

RANGE STATEMENT

Communication strategies will include examples from the following:

- Use of positive assertive language
- Non-verbal gestures / body language
- Constructive questioning/listening
- Tone of voice
- Awareness of cultural values and sensitivity
- Defusing verbal aggression
- Negotiating agreements

Behaviours of concern include a significant selection of examples of individual and group behaviour from the following:

- Changing behaviour patterns
- Personal friction
- Expressions of anxiety and high level concern
- Serious and chronic complaints
- Provocative/threatening behaviour
- Intent to harm self
- Intent to harm others
- Forceful refusal to cooperate
- Abusive language
- Apathy, loss of interest, withdrawal
- Rejection of family, friends, support networks
- Threatened suicide
- Irrational behaviour
- Hyperactivity/depression
- Racism
- Bullying behaviour
- Behaviour consistent with mental health conditions
- Behaviour consistent with developmental issues

RANGE STATEMENT

Referrals will include at least four examples from different support:

- Social/welfare worker
- Psychologists
- Culturally identified support workers
- Medical
- Drug and alcohol services
- Behaviour management programs
- Mental Health Teams
- Registered Nurses
- Counsellors
- Supervisor
- Religious/spiritual advisers
- Program coordinator
- Case manager
- Aboriginal and/or Torres Strait Islander Liaison
- Welfare organisations
- Legal advisers
- Family
- Personal and community support networks
- Emergency/incident response

Report will include work relevant selection from:

- Incident reports
- Case notes
- Special reports
- Inquiries
- Reports required by or used by courts and judicial processes

Unit Sector(s)

Not Applicable

CHCCOM403A Use targeted communication skills to build relationships

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to apply specific workplace communication techniques to build and maintain relationships with clients and colleagues based on respect and trust

Application of the Unit

Application

The communication skills described in this unit should be applied to target specific communication issues and may be applied across a range of workplace contexts involving application of a range of communication strategies to address specific needs and issues, working with various levels of social and cultural diversity

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. *Communicate effectively* with clients and staff
 - 1.1 Identify and use appropriate communication strategies to:
 - establish rapport
 - exchange information
 - facilitate resolution of issues
 - defuse potentially difficult situations
 - 1.2 Conduct *interviews* according to *established procedures*
 - 1.3 Give feedback and advice in a way which reflects current identified good practice
 - 1.4 Demonstrate respect for individual, cultural and social differences, needs and rights in communicating with clients and colleagues
 - 1.5 If communication break down occurs, respond appropriately and refer to other staff or specialist services if required to ensure duty of care responsibilities are met
 - 1.6 Respond to enquiries in a manner that promotes achievement of mutual outcomes
 - 1.7 Respect and consider differences in views in a way that values and encourages the contributions of others
 - 1.8 Ensure communication represents the organisation effectively where appropriate

ELEMENT**PERFORMANCE CRITERIA**

2. Contribute to the implementation of effective communication strategies
 - 2.1 Implement strategies to check on the effectiveness of communication with clients and colleagues
 - 2.2 Facilitate access to interpretive and translation services as required
 - 2.3 Regularly review established channels of communication to ensure clients and co workers are informed of relevant information in a timely way
 - 2.4 Provide coaching in effective communication to colleagues and clients as required
 - 2.5 Maintain relevant work-related networks and relationships as required to ensure client needs and organisation objectives are met

3. Use specific communication techniques to maintain constructive interaction
 - 3.1 Put in place strategies to develop a trusting relationship that will enable negotiation of communication barriers
 - 3.2 Use communication skills and processes to identify and address barriers to communication and facilitate identification of individual issues
 - 3.3 Use effective skills in listening and providing feedback to ensure stories are heard and to support exploration and validation of issues raised
 - 3.4 Seek agreement on processes to be followed to address issues within scope of own abilities, skills and work role
 - 3.5 Make referral for conflict resolution and mediation as appropriate

ELEMENT**PERFORMANCE CRITERIA**

4. Facilitate discussions

4.1 Provide *opportunities* to fully explore all relevant issues

4.2 Routinely use strategies that encourage all group members to participate equally, including seeking and acknowledging contributions from all members

4.3 Routinely contribute to and follow objectives and agendas for meetings and discussions

4.4 Provide relevant information to groups as appropriate to facilitate outcomes

4.5 Evaluate group communication strategies to promote ongoing participation of all parties

4.6 Implement strategies to ensure the specific communication needs of individuals within the group are identified and addressed

5. Identify communication strategies to build relationships with clients who are involuntary or present communication challenges

5.1 Identify and address specific communication barriers such as:

- closed or unreceptive attitudes
- mistrust or misunderstanding of people, organisations, systems and/or processes
- emotional states, such as fear, anger and frustration

5.2 Identify areas of mistrust or conflict that may require resolution

5.3 Identify the need to include *additional parties*

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

It is critical that the candidate demonstrate knowledge of:

- Effective communication strategies and techniques to address barriers and build and maintain relationships
- Recognition of communication styles of individuals
- Basic group dynamics and facilitation of group discussion

The candidate must also be able to demonstrate relevant knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria, such as knowledge of:

- Cross cultural communication protocols
- Non-verbal communication strategies
- Communication techniques to maintain constructive interactions
- Barriers to communication

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide evidence that all communication with clients and colleagues is appropriate to individual needs and the situation and promotes achievement of organisation objectives
- Use strategies to meet particular communication needs/difficulties
- Address individual issues in a timely way and in a manner which maintains the integrity of the individual
- Know when to provide referrals to conflict resolution and mediation

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

REQUIRED SKILLS AND KNOWLEDGE

- Apply a full range of communication techniques including:
 - reflective and active listening, respectful responding, empathy, feedback and rapport
 - addressing communication barriers through application of a range of strategies
 - recognition of non-verbal triggers
 - clarification of boundaries of work role
- Apply oral communication skills required to fulfil job roles as specified by the organisation/service:
 - skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary
 - service/organisation may require competence in English or community language, depending on client group

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in a work context or in simulated work environment and under the normal range of work conditions
- Assessment is recommended to be on more than one occasion and must include the range of clients who access the service

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
- Method of assessment:*
- Assessment may include observation, questioning and evidence gathered from the workplace and/or simulated work environment, including written work

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Communicate effectively includes:

- Effective use of questioning, speaking, and listening and non-verbal communication techniques
- Identifying and evaluating what is occurring within an interaction in a non-judgemental way
- Making decisions about appropriate words, behaviour, posture
- Using clarifying, summarising questions
- Putting together a response that is culturally appropriate
- Expressing an individual perspective
- Expressing own philosophy, ideology and background and exploring the impact of this on the communication
- Exploring and unpacking problems
- Using active and reflective listening appropriately
- Providing sufficient time to enable stories to be told
- Providing summarising and reflective responses in conflict situations
- Confirming that required information is accessed or message communicated

Non-verbal communication includes:

- Gestures
- Posture
- Facial expression

Interviews may include:

- Discussion of staffing issues
- Routine information collection
- Maintaining confidentiality
- Evidential-based
- Non disclosure
- Disclosure

RANGE STATEMENT

Established procedures may refer to:

- Commonwealth and State legislation
- International conventions relating to the rights of individuals
- Organisation policy and procedures
- Relevant program standards
- Duty of care and ethical practice

Presentation of information includes:

- Clarity
- Appropriate sequencing
- Delivery within an appropriate time
- Utilising media to enhance presentation, if appropriate
- Addressing audience needs

Opportunities will include:

- Allowing sufficient time to hear individual stories
- Encouraging a full exploration of issues
- Encouraging validation of individual issues

Additional parties may include:

- Trusted friends
- Case workers
- Family members
- Nominated adults

Unit Sector(s)

Not Applicable

CHCCM402E Establish and monitor a case plan

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCM402D Establish and monitor a case plan	CHCCM402E Establish and monitor a case plan	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to develop a case management plan to address specific client needs

Application of the Unit

Application

This unit may apply to work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Develop a case management plan

- 1.1 Assess client needs in accordance with organisation procedures
- 1.2 Collect *information* on a range of suitable interventions to address immediate, short and longer term needs of clients
- 1.3 Undertake appropriate consultation with stakeholders to ensure issues and options for their resolution are explored thoroughly
- 1.4 Negotiate and agree common goals, objectives and processes with clients and stakeholders to ensure needs are addressed with statutory and organisation frameworks
- 1.5 Explore a full range of options for addressing client and stakeholder needs and include in case management plan
- 1.6 Ensure processes for monitoring achievement of goals, timeframes and resourcing are agreed in the planning stage
- 1.7 Define roles, responsibilities and accountabilities for clients, stakeholders, workers and service providers
- 1.8 Negotiate and agree processes for appeal and for the termination and/or renegotiation of intervention and include in the plan
- 1.9 Identify relevant family, community, cultural and ideological *considerations* and address in the case plan

ELEMENT	PERFORMANCE CRITERIA
2. Define plan implementation procedures	<p>2.1 Implement practical arrangements to support clients and stakeholders</p> <p>2.2 Define negotiable and non negotiable aspects of the intervention and implement processes to ensure they are maintained</p> <p>2.3 Negotiate and agree ongoing case management processes with clients and stakeholders</p> <p>2.4 Where appropriate, develop and agree contracts with external service providers and accurately reflect timing and resourcing constraints</p> <p>2.5 Implement procedures to ensure information sharing between key stakeholders is facilitated</p> <p>2.6 Implement procedures to ensure progress of specialist client service delivery is monitored in accordance with agreed procedures, against defined performance indicators</p> <p>2.7 Define, and implement where necessary, <i>procedures to deal with crisis situations</i></p>
3. Establish review and evaluation systems	<p>3.1 Negotiate case plan with supervisor</p> <p>3.2 Set up appropriate evaluation processes for ongoing implementation of the plan</p> <p>3.3 Complete all relevant reporting procedures in accordance with organisation requirements</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant policy, procedures and legislation and statutory requirements related to the area of work
- Cultural protocols and systems
- Family structure, dynamics, communication and decision-making
- Family support and family casework strategies
- Range of community services and resources available
- Indicators of abuse and accepted intervention strategies
- Effects of abuse on human development
- Effects of different forms of intervention
- Effects of incarceration

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Interpret and apply legislation, policies and procedures
- Respond to and manage crisis
- Develop and assess actions appropriate for intervention
- Collect and assess information
- Document plans

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Develop and maintain appropriate networks
- Demonstrate application of skills in:
 - operational planning processes

REQUIRED SKILLS AND KNOWLEDGE

- report writing and documentation, including effective use of relevant information technology in line with work health and safety (WHS) guidelines
- stress management techniques
- verbal communication including interviewing skills, negotiation and cross cultural communication
- interpersonal relationships, including establishing and maintaining relationships and networks
- meeting procedures and facilitation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment must include the normal range of workplace situations

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to:
 - an appropriate workplace where assessment can take place or simulation of realistic workplace setting
- Method of assessment:*
- Assessment may include observation, questioning and evidence gathered from the workplace environment
 - Workplace evidence can be testimonials, portfolios or copies of completed workplace records/ documentation

Range Statement

RANGE STATEMENT

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The contexts for establishing a case plan could include:

- Decision to implement an intervention
- A result of a notification
- A result of a court order
- A result of a contract to provide a service
- Part of a case planning meeting or conference where clients, their families of origin, carer families and service providers establish actions for the safety, well being and development of the client

Establishment of a case plan will be carried out within requirements established by:

- Commonwealth and state legislation
- Relevant international conventions
- Organisation policy and procedures
- Relevant program standards

Resources include:

- Training programs
- Staff, peers and specialist personnel
- Information and materials

Skill development includes:

- Life experience, vocational, social, recreational and personal skills

Information may include:

- All official documentation relating to client, full family history, developmental and medical history
- All available records, anecdotal material and individual interviews

RANGE STATEMENT

Considerations may include:

- Indigenous and ethnic considerations
- Power relationship structures
- Rituals, beliefs, hierarchies and practices
- Politics
- Gender

Procedures to deal with crisis situations include:

- Ensuring security and safety of all relevant parties including protection and custodial issues and the level of intervention required
- Appropriate crisis services such as counselling, respite care, debriefing

Unit Sector(s)

Not Applicable

CHCNET402B Establish and maintain effective networks

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCNET402A Establish and maintain effective networks	CHCNET402B Establish and maintain effective networks	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to establish and maintain formal and informal groups which directly impact on the effective operation of the organisation

Application of the Unit

Application

The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| <p>1. Develop cooperative working relationships and strategic alliances with other organisations</p> | <p>1.1 Gather information about relevant services, organisations and key people and store, maintaining currency and accessibility</p> <p>1.2 Provide information about own service to other organisations and liaise with staff from relevant organisations on a formal and informal basis to optimise client service delivery</p> <p>1.3 Share resources, where possible, with other organisations to overcome duplication in service delivery</p> |
| <p>2. Represent the organisation</p> | <p>2.1 <i>Promote a positive image of the organisation</i> at available opportunities</p> <p>2.2 Effectively communicate issues, policies and practices of the organisation to a range of audiences in an appropriate format</p> <p>2.3 Handle complaints about services in accordance with organisation procedures</p> |

ELEMENT

3. Maintain networks

PERFORMANCE CRITERIA

3.1 Maintain networks and other work relationships to provide identifiable benefits for clients and the organisation

3.2 Apply appropriate time and effort to establishing and maintaining networks to assist achievement of work outcomes

3.3 Follow protocols for communication between network participants and services including those relating to confidentiality

3.4 Provide advocacy to develop working relationships between client and other organisations/agencies

3.5 Identify cultural diversity within networks and ensure communication is appropriate

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

It is critical that the candidate demonstrate knowledge of:

- Approaches to networking
- Relevant organisations, services and individuals
- Promotional strategies applicable to the service or organisation

The candidate must also be able to demonstrate relevant knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role, such as knowledge of:

- Funding bodies and lines of contact

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Maintain a network of formal and informal groups relevant to the work situation
- Represent organisation in both formal and informal settings in a positive manner
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - promotion
 - negotiation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
This may include the use of languages other than English and alternative communications systems
- Assessment must include a range of group settings and networks

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace environment

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Promote a positive image of the organisation include to:

- Internal and external clients
- Professional networks
- Managers
- Funding bodies
- Political groups
- Community groups and associations

Networks include:

- Formal and informal groups which are directly related to work activities or which make a valuable contribution to effective performance

Unit Sector(s)

Not Applicable

CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required to identify when clients' language, literacy and numeracy (LLN) are impeding their access to the service being provided, to adjust service delivery where required to accommodate client LLN skills, and to refer appropriately in order to improve client outcomes

The unit does not provide workers with the skills and knowledge to identify LLN skill levels or to actively intervene in developing a client's LLN skills

Application of the Unit

Application

This unit of competency applies to workers from a range of backgrounds who support clients with LLN needs

It may apply to workers carrying out individual client assessments and managing caseloads as part of their work role

Workers undertaking this unit do not require specialist LLN skills or knowledge

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Establish if there are LLN needs affecting client's access to service

2. Determine appropriate strategies to address client's LLN needs

PERFORMANCE CRITERIA

1.1 Identify *indicators of LLN needs*

1.2 Apply knowledge of the context to identify inherent LLN requirements

1.3 Establish rapport and identify where *client LLN needs* may impact on access to service

1.4 Determine the degree to which *other issues* may impact on the client

2.1 Determine *workable strategies* to ensure service delivery meets client LLN needs, including appropriate *tools* and communication strategies

2.2 Collaborate with client to identify possible areas of LLN need and how to meet client needs

2.3 Prioritise areas for immediate and, where appropriate, longer-term action

ELEMENT

3. Implement strategies to address agreed LLN needs

PERFORMANCE CRITERIA

- 3.1 Offer relevant *information* to client regarding most appropriate support, to enable client to make informed decisions
- 3.2 Record agreed LLN needs and the strategies used, and report in line with client and organisation requirements
- 3.3 Monitor client and provide ongoing support and encouragement where appropriate

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge and understanding of:

- Awareness of cultural diversity and protocols to inform service delivery around LLN
- Communication techniques
- Indicators of LLN needs, and methods for clarifying them with client
- Methods for identifying the impact of other service-related issues on client LLN needs
- Available LLN information and referral or support services for a range of LLN needs and clients
- Recording and reporting requirements

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify LLN demands of the service being accessed
- Identify clients' LLN needs impacting on their ability to effectively access services
- Provide information to clients on current, available and appropriate LLN support services and information to enable clients to make informed decisions
- Collaborate with clients to determine most appropriate support for LLN needs
- Maintain accurate and sufficient records of strategies and outcomes.

continued ...

Essential skills (contd):

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Client-management skills to:

REQUIRED SKILLS AND KNOWLEDGE

- deal with complex needs and sometimes difficult or challenging behaviour
- discuss appropriate support for client LLN needs
- operate within duty of care and organisational requirements to address client LLN needs
- Communication skills to:
 - collaborate productively with client
 - listen actively to client and identify indicators of LLN needs
- Initiative and enterprise skills to:
 - accommodate client's LLN needs impacting on effective access to service
 - access or refer client to appropriate support to improve client's access to service
 - ensure that current and correct information regarding LLN support services is readily available to client
 - raise awareness, share knowledge and help client to think about making changes to improve LLN where appropriate
- Interpersonal skills to:
 - establish rapport with client
 - interact with clients from a range of social, cultural, religious and linguistic backgrounds and with varying physical and mental abilities
 - apply cultural and religious protocols to ensure that work practices promote safety
- Literacy skills to maintain accurate and accessible records of service outcomes
- Problem-solving skills to collaborate with client to determine most appropriate support for LLN needs
- Technology skills to use a range of alternative communication tools where appropriate

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment should ensure the candidate addresses the elements and performance criteria on at least three occasions, over a period of time

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- Competency must be demonstrated in a realistic simulated or real work environment
- Assessment must ensure access to opportunities to work with clients with a range of LLN needs

EVIDENCE GUIDE

Method of assessment:

- Assessment methods suitable for valid and reliable assessment of this competency may include a combination of:
 - case studies
 - demonstration
 - observation
 - oral and written questioning
 - scenarios, simulation or role plays
 - authenticated evidence
- Assessment methods should reflect work demands, such as literacy, and the needs of particular individuals, such as:
 - people in rural and remote locations
 - people with disabilities
 - people from culturally and linguistically diverse backgrounds
 - Aboriginal and Torres Strait Islander people
 - women
 - young people
 - older people

Guidance information

- This unit may be assessed independently, however holistic assessment with other units relevant to the industry sector, workplace and job role is recommended

Range Statement

RANGE STATEMENT

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Indicators of LLN needs may include:

- Cultural factors, such as:
 - ethnicity
 - language background
- Disabilities, such as acquired brain injury
- Employment history
- Health issues, including chronic conditions
- Personal factors, such as:
 - Aboriginal or Torres Strait Islander background
 - displacement issues for refugees
 - isolation, including geographic remoteness and personal isolation
 - low-level or interrupted formal education
 - trauma-related issues
- Behavioural, such as:
 - strategies used to avoid revealing an LLN issue
 - becoming agitated or angry

LLN needs:

- Relate to:
 - a range of learning, reading, writing, oral communication and numeracy skills
 - impact of LLN issue on client
- Will depend on a complex mix of factors, including:
 - client's presenting needs
 - service provision context

RANGE STATEMENT

Client may include:

- Presenting person seeking to access a service and their:
 - parent, sibling or spouse
 - legal guardian
 - carer, such as disability carer
 - case worker

Other issues may include:

- Those related to service, such as:
 - high LLN demand inherent in service
- Those related to client, such as:
 - alcohol and other drugs
 - cultural factors
 - disability, including reading or learning disability
 - health, including:
 - chronic conditions
 - mental health
 - homelessness
 - unemployment

Workable strategies may include those that:

- Are consistent with:
 - client's cultural and sociocultural protocols
 - client's needs and preferences
 - own skills and available support
- Build on strengths of client
- Maintain the integrity of the relationship with client
- Provide opportunities to discuss and review

RANGE STATEMENT

Tools may include:

- Augmentative and alternative communication, including:
 - aided and unaided strategies, including access techniques
 - assistive technology, such as closed captioning, subtitling and teleprompting software
 - visual aids, such as photographs, maps, diagrams and symbols
- Dictionaries
- Support person
- Interpreter, including:
 - language other than English
 - Auslan and Makaton

Information may include:

- Alternative ways of accessing required information
- Relevant and current LLN information available in own organisation
- Referral to support services, such as:
 - assistive technology
 - in-house support services
 - interpreter or translator
 - specialist assistance
 - community learning centres and other not-for-profit organisations
 - tutor support programs, such as the home tutor scheme
- Service-specific information and strategies, such as templates, for use with such things as complex forms
- Mentoring support

Unit Sector(s)

Not Applicable

CHCLD315A Recognise stages of lifespan development

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the fundamental knowledge of life stages and human development required to recognise individuals functioning effectively at various life stages and to identify variations from the norm for appropriate referral in the context of community services work

Application of the Unit

Application

The application of knowledge and skills described in this unit of competency may underpin functions such as obtaining and documentation of client information

Functions at this level require a broad overview of appearance and functioning of individuals at different stages of human development across the lifespan

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Apply knowledge of human development

2. Apply fundamental knowledge of factors that influence human development

PERFORMANCE CRITERIA

- 1.1 Use accepted terminology to describe commonly accepted life stages relevant to community services work
- 1.2 Work with fundamental knowledge of physical and psychological *stages of human development* relevant to delivery of community services
- 1.3 Apply a fundamental understanding of *key indicators of human development*

- 2.1 Apply a fundamental understanding of factors that enhance human development
- 2.2 Demonstrate a fundamental understanding of factors that may inhibit human development

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|--|
| 3. Identify and report observable broad variations | 3.1 Identify key behaviours that may indicate variations in human development at each life stage |
| | 3.2 Identify observable variations at each life stage |
| | 3.3 Describe and document variations using appropriate terminology |
| | 3.4 Report identified variations in life stage development in line with industry requirements |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Fundamental knowledge of stages of biological and psychological development of the human being throughout the lifespan
- Varying emotional, relationship building and dependence and independence issues and responses associated with differing life stages
- Awareness of key indicators of developmental milestones at identified stages of human development
- Key factors required to support and enhance human development
- Key factors that may inhibit human development

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify and describe key physical and psychological features of each life stage
- Identify and describe key behaviours and aspects of appearance that may indicate variation in development at each life stage

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Document variations using appropriate terminology
- Report identified variations of life stage development in line with industry requirements

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified fundamental essential knowledge as well as skills
- This unit is most appropriately assessed in conjunction with units involving application of knowledge in a work context
- Essential knowledge covered in this unit is to be assessed *before* application in a work context, especially where client safety issues are involved
- Consistency in performance should consider the range of clients and situations encountered in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit may be assessed through a range of assessment activities that include workplace tasks and questioning contextualised to address specific work applications
- Assessment should reflect the diversity of settings within which work takes place and a representative range of client groups
- Resources required may include access to relevant workplace or simulated setting

Method of assessment:

- Assessment of this unit of competence may include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Some aspects may be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Evidence of application of knowledge addressed in this unit may be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Stages of human development include:

- Infancy
- Early childhood
- Childhood
- Adolescence
- Early adulthood
- Middle adulthood
- Late adulthood
- Very elderly

Stages of development may relate to:

- Stages of physical development
- Stages of psychosocial development
- Stages of cognitive development

Key indicators of human development may relate to:

- Self care
- Independence
- Responsibility for emotional, physical and spiritual well being

Unit Sector(s)

Not Applicable

CHCDIS411A Communicate using augmentative and alternative communication strategies

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by the worker to communicate with people who have complex communication needs (CCN) through effective use of augmentative and alternative communication (AAC) strategies and systems

Augmentative and alternative refers to methods that replace or supplement speech to address the needs of people whose oral speech skills limit their ability to meet their participation and communication needs

Application of the Unit

Application

Work performed requires a range of well developed skills where some discretion and judgement is required and individuals will take responsibility for their own outputs

Note that application of this unit may vary according to signs/language used in specific geographical areas or for participants working with specific CALD groups

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Identify the current *communication* ability and needs of the person

PERFORMANCE CRITERIA

- 1.1 Work in collaboration with relevant others to identify the communication needs of person with a disability
- 1.2 Use appropriate tools to identify the level of their current communication ability, in line with own work role and organisation requirements
- 1.3 Document the outcomes of this process in line with organisation procedures
- 1.4 Identify the need to consult with additional people including family members
- 1.5 Make appropriate referrals to *professionals and other service providers* as required

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 2. Develop effective <i>augmentative and alternative communication strategies</i> | 2.1 Apply understanding of <i>augmentative and alternative</i> communication |
| | 2.3 Develop communication strategies to meet individual needs and level of communication |
| | 2.4 Take into account the person's history and preferences when developing communication strategies |
| | 2.5 Adjust available tools and programs to address individual needs and preferences |
| | 2.6 Seek advice from other staff and relevant others |
|
 | |
| 3. Implement augmentative and alternative communication strategy | 3.1 Demonstrate the use of <i>different strategies and devices</i> in augmentative and alternative communication |
| | 3.2 Apply understanding of participation model as a communication strategy |
| | 3.3 Document communication strategies in the person's communication support plan or person-centred plan |
| | 3.4 Organise the environment to <i>optimise communication opportunities</i> |
| | 3.5 Reinforce communication by timely and appropriate response |
| | 3.6 Identify difficulties experienced by the person communicating and respond to difficulties within own work role and responsibilities |
| | 3.7 Communicate difficulties outside own role and responsibilities to <i>appropriate person</i> |
| | 3.8 Contribute to consistent use of the communication strategy by following established directions, by providing information and training and by maintaining contact with <i>other users</i> or support persons |
| | 3.9 Set up and maintain recording system to assist with <i>monitoring and review</i> |

ELEMENT

4. Monitor, report and review communication strategies

PERFORMANCE CRITERIA

4.1 Review recordings to monitor success of communication strategies and make changes as required

4.2 Identify *barriers* to the effective use of augmentative and alternative communication strategies and devices

4.3 Work with *other relevant people* to overcome the barriers

4.4 Implement any modifications to communication strategies and devices

4.5 Identify opportunities to increase communication vocabulary

4.6 Maintain records according to established directions and within organisation protocols

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Principles and practices of augmentative and alternative communication
- The process for assessing for the use of augmentative and alternative communication
- Understanding of the different levels of communication
- Recognition of communication styles of individuals
- Different communication skills relevant to client group e.g. signing
- Basic knowledge of causes of communication impairment
- Cross cultural communication protocols
- Understanding of the influence of communication on behaviour
- Understanding of the person's communication level and its impact on skill development
- Understanding of the person's communication level and its impact on their active community participation
- Roles and functions of different professionals in the development, implementation and maintenance of augmentative and alternative communication strategies and devices
- Available range of communication aids and their correct use
- Augmentative and alternative communication strategies and their correct use for the person's level of communication
- The total communication environment and the need for consistency
- Role and responsibility as part of a team that supports augmentative and alternative communication
- Task analysis
- Prompting, principles of prompting and fading prompting
- Strategies to create independence
- Reinforcers
- Motivators to learn
- Common de-motivators and blocks
- Understanding of maintenance techniques and generalisation

REQUIRED SKILLS AND KNOWLEDGE

- Understanding of incidental learning

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Participate in a multi-disciplinary team
- Follow established augmentative and alternative communication strategy interaction guidelines
- Use augmentative and alternative communication strategies and devices
- Respond appropriately to each individual's augmentative and alternative communication strategy
- Identify barriers to effective communication using augmentative and alternative communication strategies/devices
- Monitor effective communication using augmentative and alternative communication strategies/aids
- Use observation skills
- Apply techniques to work with specialists and relevant others
- Use effective communication skills including:
 - development of rapport
 - active listening
 - make reasonable adjustments to own communication techniques to meet individual needs
- Collaborate and network with a variety of personnel in order to achieve learning and development objectives
- Demonstrate appropriate task breakdown
- Apply communication techniques that encourage and motivate
- Use appropriate prompting and application of reinforcers during training session
- Demonstrate appropriate use of incidental learning opportunities

Evidence Guide

EVIDENCE GUIDE

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- The individual being assessed must demonstrate the use of five different strategies/aids used for AAC in a range of different environments
- Assessment of this unit must occur in a real or simulated workplace
Such an environment must provide a typical range of augmentative and alternative communication requirements
- The specific assessment context will be defined by the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible
- The competencies described need to be assessed over time and events, under normal workplace conditions
- Assessment should not require a higher level of communication competency than that required by work responsibilities

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment of this unit include access to:
 - a relevant workplace or an appropriately simulated environment where assessment may take place
- Method of assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
 - Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Augmentative and alternative communication includes:

- Augmentative and alternative communication (AAC) is used to increase understanding of spoken language and to augment or supplement expression
- AAC systems comprise communication aids, symbols, strategies and techniques or methods
- AAC systems include both aided and unaided strategies, including access techniques

Communication refers to the manner in which the meaning of a message is transmitted/received, and includes:

- Unaided using, for example:
 1. natural gestures
 2. facial expression
 3. eye contact
 4. vocalisation
 5. key word signs - Makaton vocabulary
- Aided where the person communicates using a communication aid (i.e. something other than their body), such as:
 - real objects
 - photographs
 - line drawings
 - communication aids, such as 'Chat Books', 'Personal Communication Dictionaries', 'Books About Me'
 - electronic device with speech output

RANGE STATEMENT

Communication symbol refers to a system of representing meaning:

- When people speak, their meaning is represented by spoken words which act as 'symbols'
- Where a person is unable to speak, their meaning has to be represented by a different set of symbols
- These communication symbols include:
 - spoken words - traditional orthography (letters/ words)
 - photographs
 - pictographs / line drawings - set of pictorial symbols (e.g. picture communication symbols, boardmarkers, softpics, compics)
 - written text - key word signs - also termed 'symbolic language' as the sign represents a concept
 - key word signs - Makaton vocabulary, etc
 - manual signs

Communication strategies refer to:

- Strategies for initiating and maintaining an interaction with a communication partner
- A specific way of using communication strategies within everyday situations, including, for example:
 - community request card for shopping
 - personal communication dictionary of idiosyncratic signs

Communication access refers to:

- A means of access - technique
- Addresses the method of transmitting messages, such as:
 - scanning
 - eye gaze
 - auditory scanning
 - via a keyboard, pointed index finger or switching
- Communication strategies / devices may range from high technology (use of computers and voice output communication devices) through to pointing with a fist to a communication board

RANGE STATEMENT

Understanding AAC systems may include:

- Choice, selection and use of a symbol system and appropriate communication strategy/device
- Being an effective communication partner by being familiar with a range of AAC strategies/devices
- Being familiar with range of strategies required to implement a system effectively

Assessment tools include:

- Observation checklists such as Checklist of Communication Competence
- Assessment tools specific to the organisation
- Assessment tools specified by the specialist

Professionals and other service providers may include:

- Speech pathologist
- Psychologist
- Carer/family
- Education staff
- Support staff
- Occupational therapist

Different strategies and devices may include, but are not limited to:

- Chat books
- Choice making using object symbols
- Choice making using photos or line drawings
- Choice making using real life experiences
- Community request cards
- Finger spelling
- Head wand or head stick
- Icon
- Large print
- Leisure pack
- Key word signing - Makaton vocabulary
- Mime
- Personal communication dictionary
- Activity Sequence Boards
- Picture exchange communication system (PECS)
- Voice output communication aids (VOCA)

RANGE STATEMENT

Monitoring and review include:

- Observations made by self or others
- Reviewing documentation detailing use of communication strategy/strategies as described in communication support plan
- Informal and formal discussions with client and relevant others regarding effectiveness of communication strategy
- Client planning meetings

Appropriate information may include:

- Essential communication requirements in a specific setting, including:
 - work
 - school
 - home
 - day service
 - shops
- Communication barriers in a specific setting, including:
 - access to communication partners familiar with AAC strategies
 - lack of trained staff
 - lack of awareness by staff
 - noise and environmental distractions
 - lack of privacy and space
 - comfort and positioning requirements

Environmental factors that optimise communication opportunities may include:

- Comfort
- Ready access to communication aids
- An environment that fosters communication

Environmental factors that optimise the use of the communication strategy may include:

- Appropriately trained staff
- Appropriately trained carers
- Consistency across different settings
- Time for communication

RANGE STATEMENT

- Appropriate person may include:*
- Speech pathologist
 - Psychologist
 - Carer/family
 - Education staff
 - Support staff
 - Occupational therapist
 - Supervisor
 - Disability worker
- Other users may include:*
- Work
 - School
 - Home
 - Day service
 - Shops
 - Community services
 - Recreational facilities
- Barriers may include but are not limited to:*
- Opportunity barriers (those outside the person) such as policy, practice, attitude, knowledge and skill
 - Access barriers (relating to the person) such as linguistic, cognitive , motor and sensory skills
 - Note frameworks such as:
 - the 'Participation Model' by Beukelman and Mirenda is used within the AAC community to ascertain barriers in access and opportunity [Ref '*Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs*' David R. Beukelman and Pat Mirenda 2005]
 - *Checklist of Communication Competencies* (Bloomburg and West 1999)

Unit Sector(s)

Not Applicable

CHCDIS405A Facilitate skills development and maintenance

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by the worker to develop, implement and review formal skills development/maintenance plans with a person with a disability

Application of the Unit

Application

This unit may apply to work with people with disability in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Assess learning ability and needs of person with disability

PERFORMANCE CRITERIA

- 1.1 Work with the person with a disability and relevant others and within job role boundaries, to assess person's skill development/maintenance needs using recognised assessment/planning tools
- 1.2 Identify *skills development and/or maintenance* opportunities for inclusion in individualised plans
- 1.3 Document assessment outcomes in line with organisation guidelines
- 1.4 Make referrals to other staff or specialist services as appropriate

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|--|
| 2. Develop person-centred skill development/maintenance plan | 2.1 Using appropriate communication techniques, engage the person with a disability in identifying their learning goals |
| | 2.2 Identify and describe a range of <i>learning strategies</i> and opportunities to address person's goals |
| | 2.3 Develop formal person-centred skills development/ maintenance plans using appropriate methodology and, where appropriate, in conjunction with other relevant personnel |
| | 2.4 Document person-centred skills development/ maintenance plans in the person's support plan |
| 3. Implement skills development/ maintenance plan | 3.1 Work with the person with a disability to implement skills learning and maintenance strategies in a manner that is motivating and empowering and demonstrates respect for the person |
| | 3.2 Inform colleagues and relevant of the person-centred skills development/maintenance plans and provide guidance to ensure they are implemented in a consistent way |
| | 3.3 Access and utilise equipment and resources as required to facilitate the learning process |
| | 3.4 Maintain records to demonstrate achievements against person-centred skills development or maintenance plan and assist with monitoring and review |
| 4. Evaluate skills development and review plan | 4.1 Monitor progress and provide feedback to person with disability and/or their advocate/s regarding progress towards learning objectives |
| | 4.2 Review records as a basis for evaluating effectiveness of person-centred skills development/ maintenance plan and make changes as required |
| | 4.3 Identify opportunities to maintain and enhance skills in an ongoing way |

ELEMENT

5. Use incidental learning opportunities to enhance skills development

PERFORMANCE CRITERIA

- 5.1 Identify situations as potential informal learning opportunities and encourage learning
- 5.2 Withdraw support to an appropriate level as directed in order to encourage experiential learning
- 5.3 Provide appropriate constructive advice and feedback to person with disability as soon as possible in appropriate format
- 5.4 Provide encouragement when person with disability takes initiative in learning situation
- 5.5 Identify and describe a range of informal learning opportunities in context of organisation policies and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Current practices, philosophies and theories, including:
 - the social model of disability
 - the impact of social devaluation on an individual's quality of life
 - competency and image enhancement as a means of addressing devaluation
 - practices which focus on the individual person
 - strengths-based practice
 - active support
 - person-centred practice
 - rightful place in community
 - community education and capacity building
 - self determination
- Social, sexual, emotional psychological and cognitive development across the lifespan
- Overview of adult and childhood learning theories
- Assessment processes relating to skills development and maintenance
- Tools, equipment and other resources utilised in the learning process
- Various teaching and learning strategies
- Strategies for identifying and maximising informal learning opportunities
- Services and resources available to people with special learning needs
- Task analysis
- Prompting, principles of prompting and fading prompting
- Strategies to create independence
- Reinforcers
- Motivators to learn
- Common de-motivators and blocks
- Understanding of maintenance techniques and generalisation

REQUIRED SKILLS AND KNOWLEDGE

- Understanding of incidental learning

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate understanding and adherence to own work role and responsibilities
- Follow organisation policies and protocols
- Liaise and report to relevant personnel
- Demonstrate and apply knowledge of learning and development in order to assess, determine, implement, monitor and evaluate skills development of a person with a disability
- Collaborate and network with relevant people in order to achieve learning and skills development and maintenance objectives
- Demonstrate appropriate task breakdown
- Apply communication techniques that encourage and motivate
- Use appropriate prompting during training session
- Apply reinforcers appropriately during training session
- Demonstrate appropriate use of incidental learning opportunities
- Use communication techniques / devices that meet the client's communication needs

continued ...

Essential skills (contd):

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
 - this requires a level of skill that enables the worker to follow and give work-related instructions and directions and the ability to seek clarification and comments from clients, colleagues, health professionals and other service providers
 - industry work roles will require workers to possess a literacy level that will enable them to, read and write client's service delivery plans, record in health records, complete assessment tools and write reports and submissions
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
 - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues

REQUIRED SKILLS AND KNOWLEDGE

- industry work roles will require workers to possess effective verbal and non-verbal communication skills that will enable them to ask questions, clarify understanding and meaning, recognise and interpret non-verbal cues, adapt communication styles to meet specific needs, provide information and express encouragement and support
- Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation:
 - industry work roles will require workers to be able to perform mathematical functions, such as addition and subtraction up to three digit numbers and multiplication and division of single and double digit numbers
- Apply problem solving skills that require negotiation and mediation skills to resolve problems of a difficult nature within organisation protocols

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situation and settings

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment of this unit include access to:
 - a relevant workplace or simulation of realistic workplace setting for assessment
 - relevant organisation policy, protocols and procedures
- Method of assessment may include:*
- Observation in the workplace
 - Written assignments/projects
 - Case study and scenario analysis
 - Questioning
 - Role play simulation
- Related unit:*
- This unit builds on the skills and knowledge acquired in the following unit, but there is no pre-requisite requirement:
- CHCDIS323A Contribute to skills development and maintenance

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

People with disability may include:

- Individuals at any stage of the life span
- Individuals living in the community, alone, sharing with others or a partner or with family or carers
- Individuals living in supported community accommodation
- Individuals living in funded residential facilities

Contexts may include:

- An individual's own dwelling
- Shared households or group dwellings
- Specialist residential facilities
- Community centres
- Supported employment venues
- Open employment venues
- Community/government agencies
- Voluntary agencies
- Training agencies

Skills development and/or maintenance may be in:

- Life skills
- Vocational skills
- Social skills
- Personal support skills
- Developing and maintaining relationships including intimate relationships
- Maintaining physical health including sexual health
- Safety

RANGE STATEMENT

Learning strategies may include:

- Role modelling
- Demonstration
- Skills component mastery
- Contextualisation
- Drama and role plays
- Peer education

Assessment tools include:

- Formal skills assessment tools
- Lifestyle planning tools
- Observation checklists
- Assessment tools specific to the organisation
- Assessment tools specified by the specialist

Formal skills development plans document:

- Learning objective
- Performance expectations
- Criteria for achievement
- When formal training occurs
- Resources and equipment required
- Baseline assessment
- Progress and independence
- Task analysis
- Prompting
- Reinforcement
- Training sequence

RANGE STATEMENT

Relevant people may include:

- Advocate/s
- Behavioural consultants (for acquired brain injury)
- Carers
- Development officers
- Disability support worker
- Educational psychologists
- Employment officers
- Occupational therapists
- Outreach worker
- Programming staff
- Teachers
- Technicians

Unit Sector(s)

Not Applicable

CHCCD413E Work within specific communities

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCD413D Work within specific communities	CHCCD413E Work within specific communities	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work with individuals or groups in specific communities

Application of the Unit

Application

This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Define the <i>issues of specific communities</i> or groups | <p>1.1 Identify the details of individual and group issues of the specific community through appropriate research and consultation</p> <p>1.2 Identify the values and structures of the community as they impact on individuals and groups</p> <p>1.3 Identify, by appropriate research and consultation, preferred means of dealing with individuals and groups from specific communities</p> |
| 2. Undertake relevant <i>work</i> in the <i>context</i> of specific communities or groups | <p>2.1 Use the values, issues and structures within specific communities to define the ways of working</p> <p>2.2 Identify relevant community structures and utilise to maximise outcomes for individuals and groups</p> <p>2.3 Ensure work within communities is consistent with defined job role and agreed protocols</p> <p>2.4 Utilise interpersonal skills which are consistent with community practices and standards</p> |
| 3. Evaluate work undertaken within specific communities | <p>3.1 Undertake appropriate evaluation of work in consultation with relevant community stakeholders</p> <p>3.2 Monitor work within communities to ensure reflection of relevant <i>values and structures</i></p> <p>3.3 Undertake evaluation in a manner that ensures responsiveness to community needs and issues</p> |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Composition of specific community and group structures, practices and values
- Specific communication protocols and practices
- Social, political, cultural, historical issues that affect or are relevant to specific communities and groups
- Relevant networks, people, stakeholders
- Culture and diversity
- Models of society
- Critique of socialisation theory
- Family, power
- Understanding of deviance
- Identity theories
- Specific knowledge areas may include aging, youth women, health, housing, environment, multiculturalism, family violence etc

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate the capacity to work effectively with a specific group, validated by community acceptance and the impact of work undertaken

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - consultation
 - facilitation

REQUIRED SKILLS AND KNOWLEDGE

- research, including data collection/analysis and recording, and effective use of relevant information technology in line with work health and safety (WHS) guidelines
- high level interpersonal relationship

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit may be assessed on the job using appropriate relevant materials and examples or through simulation
- The candidate must be able to demonstrate competence in working with at least one group or community over a number of assessment situations and through a number of assessment tools, including:
 - observation
 - reports from supervisors or other key people, and
 - confirmation from key community leaders

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to a workplace or to an environment that accurately simulates the workplace
- Method of assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
 - Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Issues of specific communities may relate to:

- Cultural and linguistic diversity
- Risk of self-harm
- Mental health
- Gender
- Sexuality
- Age
- General health
- Alcohol and other drugs abuse
- Disability
- Location e.g. urban, rural and remote
- Income
- Family systems
- Religion

Work may relate to:

- Specific groups, issues or communities e.g. health issues of young people from particular cultural backgrounds and/or geographic areas
- Research activities
- Policy development
- Advocacy
- Referrals
- Project development and implementation
- Project design and implementation

Context of work may include:

- Social, political and economic issues impacting upon specific communities and groups
- Models of community development
- Legislative and statutory frameworks

RANGE STATEMENT

Values and structures may include:

- Cultural preference and mores of specific groups e.g. religious/spiritual observances
- Language
- Family relationships
- Status/protocol
- Ceremonies/celebrations
- Prohibitions/taboo

Unit Sector(s)

Not Applicable

SRXCAI005B Conduct a sport and recreation session for participants

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit covers the basic knowledge and skills to plan a non-instructional recreation session, of up to a days duration, for participants.

This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit covers the basic knowledge and skills to plan a non-instructional recreation session, of up to a days duration, for participants.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Maintain participant's physical welfare	<p>1.1 Assess participant status and condition as suitable for the session immediately prior to commencement</p> <p>1.2 Monitor influencing factors which may influence the performance of the group or individual</p> <p>1.3 Modify session, where necessary, based on an assessment of the conditions, participant status, facilities and equipment</p> <p>1.4 Conduct activities within the session at a level and pace to suit the capabilities of individuals and/or the group</p>
2 Maintain a positive social environment	<p>2.1 Meet participants punctually and make them feel welcome and at ease</p> <p>2.2 Inform participants of session aims and objectives and encourage them to set realistic goals</p> <p>2.3 Balance group and individual needs appropriately and continuously monitor</p> <p>2.4 Encourage group co-operation, participation and interaction</p> <p>2.5 Establish group norms and standards and take appropriate action to address issues of equity, gender, ethnicity and emotional well-being</p> <p>2.6 Balance, where relevant, levels of real and perceived risk in accordance with group and individual goals and abilities</p> <p>2.7 Use negotiation and conflict resolution strategies to deal with potential problems</p> <p>2.8 Use recognition and positive feedback to engender motivation and enjoyment</p> <p>2.9 Make decisions over participant behaviour fairly and deal with any disagreements or conflicts with promptly and firmly</p>

- 3 **Establish effective communication**
 - 3.1 Establish strategies where relevant to maintain **communication strategies** between all group members
 - 3.2 Communicate instructions in a manner suitable to the participants which is clear, accurate and contains all relevant information
 - 3.3 Encourage participants to seek clarification of information when necessary
 - 3.4 Communicate feedback to participant's at an appropriate time, on session technique and correct usage of equipment and aim to raise the participant's self-esteem and motivation
- 4 **Ensure participant safety**
 - 4.1 Ensure personal skills are at an adequate level to engender **participant** confidence and to determine and maintain **participant** safety
 - 4.2 Identify and note current standing practices for emergency procedures and situations outside the normal routine and deal with them in accordance with organisation's procedures
 - 4.3 Brief participants on safe and responsible behaviour and make them aware of rules, codes, organisation's Occupational Health and Safety requirements, restrictions and the need to minimise damage to equipment and the environment
 - 4.4 Organise participants into manageable groups with appropriate levels of supervision to **situational variances** and legislative requirements
 - 4.5 'Warm up' participants through safe and appropriate exercises relevant to the proposed session
 - 4.6 Continuously monitor compliance with **regulations and restrictions**
 - 4.7 Continuously monitor location of clients, as appropriate to the **recreation session**
 - 4.8 Arrange equipment in a safe manner and appropriate to the session and continuously monitor equipment use for correct usage and compliance with safety procedures

- 4.9 Distribute safety equipment effectively throughout the group
- 4.1 Identify potential **hazards**, continuously assess risks during the session and confirm them as within acceptable limits in accordance with risk management policy and procedures
- 0
- 5 **Prepare clients to end the session**
 - 5.1 Allocate sufficient time for 'cooling down' and discussions with participants
 - 5.2 Collect and check issued equipment for damage and wear
 - 5.3 Give participants the opportunity to provide feedback and identify further needs
 - 5.4 Return the environment/facility to a condition acceptable for future use
 - 5.5 Supervise participant's departure in a manner appropriate to the situation
- 6 **Evaluate the session**
 - 6.1 Determine the parameters for **evaluation**
 - 6.2 Ensure the **evaluation** includes the views of participants and other staff taking part
 - 6.3 Offer feedback and receive suggestions constructively
 - 6.4 Identify areas where personal performance could be improved and agree on ways of obtaining this improvement agreed

Required Skills and Knowledge

Not applicable.

Evidence Guide

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered

Assessment must confirm sufficient knowledge of the factors influencing the conduct of a recreation session for participants using a particular facility or location

Assessment of performance should be over a period of time covering all relevant categories within the Range Statements that are applicable in the learners work environment

In particular, assessment must confirm the ability to conduct a particular recreation session to suit

Different participants needs

different session aims

different types of participant groups

Interdependent assessment of units

This unit must be assessed after attainment of competency in the following unit(s)

SRXFAD001A Provide first aid

SRXEMR001A Respond to emergency situations

SRXCAI002B Assist in conducting sport and recreation sessions for participants

This unit must be assessed in conjunction with the following unit(s)

activity-specific competencies in the area of fitness, community recreation, sport or outdoor recreation where relevant

For the purpose of integrated assessment, this unit may be assessed in conjunction with

the following unit(s)

SRXCAI003B Provide equipment for activities

SRXCAI004B Plan a session or program for participants

Required knowledge and skills

Required knowledge

Duty of Care requirements when dealing with clients

Relevant Occupational Health and Safety Legislation pertaining to the conduct of activities and care of participants

Organisation's policy and procedures for conducting a sport and recreation session for participants

Activity specific Codes of Practice and guidelines for identified activities to ensure session is conducted according to these practices and guidelines

Site/facility requirements to ensure a sport and recreation session for participants is conducted appropriately

Activity aims and participants goals in order to ensure the sport and recreation session is conducted in a manner that will fulfil both

Group dynamics with respect to stages of group formation

Leadership styles in order to adjust presentation according to dynamics of the group

Decision making and conflict resolution strategies for dealing with group and individual situations

Required skills

Ability to conduct risk assessment of planned sport and recreation session to ensure safety of participants and staff

Problem solving strategies to resolve issues relevant to session-specific problems as well as participants interaction/conflict

Conflict resolution and negotiation skills to resolve conflict that arises

Interpersonal skills to build rapport with participants and enhance interaction with participants

Communication (verbal and listening skills) in order to accurately and effectively pass on information about the sport and recreation session to participants and to hear possible problems/conflicts that participants may have during the session

Flexibility skills in order to modify session plans as required in order to achieve client's and organisation's aims from the activity

Resource implications

Physical resources - assessment of this competency requires access to

participants, equipment and a facility/venue for the conduct of a recreation session

Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must

be competent in this unit

be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**

Consistency in performance

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the conduct of a recreation session within a particular activity area

Context for assessment

This unit of competency must be assessed in the context of a sport or recreation activity with a range of clients. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should include real clients and be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace

This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, participants or other appropriate persons

**KEY
COMPETENCIES**

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	2	2	2	1	1	-

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency

that
underpin
effective
workplace
practices.

The three
levels of
performanc
e (1, 2 and
3) denote
the level of
competency
required to
perform the
task:

Use routine
approaches

Select from
routine
approaches

Establish
new
approaches

**Collecting,
analysing
and
organising
informatio
n -**

Assessing
participants
status,
ensuring
participant
safety,
determining
parameters
for
evaluation,

**Communic
ating ideas
and
informatio
n -**

Informing
session

aims,
encouraging group
co-operation and
participation,
communicating
instructions

**Planning
and
organising
activities -**

'Warm up'
and 'cool
down'
activities,
supervising
participants
departure at
the end of
the session,
distributing
safety
equipment

**Working
with teams
and others**

- Seeking
feedback
from
participants
,
maintaining
communication with all
group
members

**Using
mathematical ideas
and
techniques**

- Using
terms in

sessions

Solving problems -

Resolving conflict when it arises, modifying session where necessary

Using technology

- Not applicable

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.

Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT	CATEGORIES
Communication strategies	[all categories] verbal whistles hand/arm signals radios phones
Emotional well-being	[all categories] feelings state of mind perception of risk self-esteem
Evaluation	[all categories] original aims and objectives participant satisfaction suitability and safety of facilities and equipment content, structure and processes of the session personal and group objectives personal performance
Hazards	[all categories] environmental people/human (behaviour) product/equipment and their use
Influencing factors	[all categories]

	weather
	time of day
	level of fatigue
	health
	injuries
	environmental variables
	heat
	cold
	condition of site/location
	participant abilities
Interaction	[all categories]
	group activities
	games
	discussions
	tasks or drills
Level of supervision	[all categories]
	minimal on-site supervision
	restrictions on the type of site, location or facility used
	restrictions on type of session conducted
	restrictions on the number of participants
	working within clearly defined organisational procedures and policies
	restrictions on the conditions in which the session can be conducted, eg, environmental conditions, type of group
Participant	[all categories]
	experienced or inexperienced
	adults or children
	school or youth groups
	variety of ethnic groups
	participants with special needs
	tourists

	club members
	general public
Recreation session	[all categories] a task, game, activity or exercise in which the extent of instruction is minimal and covers only that which is required to allow the participant to participate safely and effectively may be a component of a sequenced program of individual activities does not include drills, tasks and activity with the aim of skill development or enhancement in order to perform competitively or independently of up to a day's duration, ie, no overnight component
Regulations and restrictions	[all categories] imposed, recommended or enacted by land/facility managers organisation conducting session regulatory or peak body Occupational Health and Safety legislation
Situational variances	[all categories] staff and participants abilities and experience environmental conditions age of participants type of group participant gender
Unit Sector(s)	
	Not applicable.

SROABL002B Facilitate adventure-based learning activities

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Outdoor Recreation Industry Training Package. This unit covers the knowledge and skills required to independently facilitate learning through adventure activities. The learner is required to plan and conduct activities demonstrating a range of basic facilitation techniques. This unit deals specifically with the skills, knowledge and attitudes required to facilitate learning through adventure activities. Competencies required to plan and conduct adventure activities are detailed in other units.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 1 Plan and prepare an effective learning environment	<p>1.1 Identify individual and/or group <i>learning outcomes</i> to inform the planning and design of activities</p> <p>1.2 Demonstrate two techniques to assess individual and group <i>learning needs</i></p> <p>1.3 Refer client learning needs beyond the capabilities of the enterprise and staff to alternate enterprises or contract specialist staff</p> <p>1.4 Apply knowledge of client <i>learning needs</i> to establish a programme and sequence of activities that addresses these needs and meets the overall <i>learning outcomes</i></p> <p>1.5 Determine and select an adventure environment that will meet the <i>learning outcomes</i> of the group, the <i>learning needs</i> of individuals and satisfy local environmental requirements</p> <p>1.6 Determine factors affecting a client's perception of risk and plan an appropriate balance between real and perceived risk, matched to the readiness of the client, in order to achieve the activity outcomes and meet the client's <i>learning needs</i></p> <p>1.7 Ensure technical equipment used in the activities complies with minimum safety standards</p> <p>1.8 Ensure staff conducting the adventure activities are suitably qualified</p> <p>1.9 Establish a working agreement through contractual leadership</p>
2 2 Plan for <i>progression</i> and transfer of learning	<p>2.1 Select and apply a <i>model of adventure/experiential learning</i> in program design in order to meet <i>learning outcomes</i></p> <p>2.2 Structure and sequence learning experiences in accordance with the model and with activity-specific requirements that takes into</p>

- account the *learning needs* of the client
- 2.3 Determine the focus of an adventure activity and use a facilitation technique to articulate it to the client in terms of the potential transfer of learning to different environments and contexts
 - 2.4 Incorporate measures for monitoring individual and group *progression* or change in planned adventure activities
 - 2.5 Establish contingency plans for adventure activities based on individual and/or group reflection and/or emergent issues such as conflict, misadventure
- 3 **3 Manage learning activities in an outdoor environment**
- 3.1 Implement minimum impact practices and display a respect and understanding of the outdoor environment by personal example
 - 3.2 Recognise and monitor the physical and emotional safety of individuals and the group
 - 3.3 Implement *facilitation approaches* that establish group norms thereby allowing individuals to share in the responsibility for their learning and safety
 - 3.4 Foresee situations of potential physical and emotional danger and take action to manage these dangers
 - 3.5 Address the *learning needs* of individuals and the group through a variety of activities
 - 3.6 Re-evaluate client needs throughout activities using appropriate models and techniques such as debriefing and "checking in"
- 4 **4 Establish and maintain positive group dynamics**
- 4.1 Examine various leadership styles and approaches
 - 4.2 Determine positive and negative influences of the group leader on group dynamics
 - 4.3 Use communication techniques with individuals and groups that are sensitive to their perceptions, beliefs and values
 - 4.4 Encourage and support clients to ask questions, give feedback and express feelings
 - 4.5 Treat individuals and groups in a manner that is

- seen to be fair, just and consistent
- 4.6 Model own behaviour that avoids reinforcing negative stereotypes and is responsive to the feelings demonstrated by clients
 - 4.7 Recognise and reinforce the value of *individual differences* in terms of their contribution within the group to stimulate collaborative work between clients
- 5 **Facilitate the transfer of learning relevant to program outcomes**
- 5.1 Use knowledge, understanding and implementation of a suitable facilitation model to incorporate the transfer of learning
 - 5.2 Select a type of *facilitation activity* that is relevant to the client and to program outcomes and conduct it in a manner which results in group and individual recognition of opportunities for *learning transfer*
 - 5.3 Respond to situational demands and make changes to planned facilitated activities
 - 5.4 Identify the *behaviour* of individuals and groups during adventure activity(s) to be used as part of a reflection phase
 - 5.5 Identify and apply the *roles and responsibilities of the facilitator* and comply with *facilitation guidelines* in the conduct of reflective opportunities
 - 5.6 Facilitate individuals and group to identify their future *learning needs*
 - 5.7 Use a suitable *facilitation activity* to achieve the development of personal and group *action plans*
- 6 **Evaluate adventure-based learning activities**
- 6.1 Monitor client participation in adventure activities to identify if and/or where changes are needed
 - 6.2 Obtain feedback from a range of sources on program/activity delivery
 - 6.3 Apply feedback to review all aspects of the adventure-based learning activity
 - 6.4 Evaluate and review outcomes for all clients
 - 6.5 Review outcomes against individual client goals

for the program/activity

- 6.6 Use feedback from others, in consultation with professional supervision, to identify areas where own professional practice can be improved and ways of improving

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered

Assessment must confirm sufficient knowledge of the factors influencing the planning and conduct of adventure activities to facilitate learning for clients in the workplace

Assessment of performance should be over a minimum of two (2) sessions with peers in a simulated environment AND a minimum of three (3) sessions with different client groups covering the prescribed number of categories from the Range Statements.

Assessment must confirm the ability to plan and lead adventure activities to suit

different client learning needs

different activity aims

different types of client group

Interdependent assessment of units

This unit must be assessed after attainment of competency in the following unit(s)

SROABL001B Take an assistant leadership role in the facilitation of adventure - based learning activities

SRXGRO003A Provide leadership to groups

This unit must be assessed in conjunction with the following unit(s)

Nil

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)

Units of competency that pertain to the conduct of an adventure activity

Required knowledge and skills

Required knowledge

Identification of client needs, eg, CHANGES and GRABBS models

How to address learning needs through varied activities

Methods for stimulating and assessing individual and group progression

Theories on the transfer of learning and ways of transferring learning in different contexts

Physical and psychological needs of clients

Balance between real and perceived risk

Motivation techniques and strategies

Forms of reflective learning

Programming and sequencing of activities within programmes

Stages of group formation

Required skills

Skills in outdoor adventure activity

Leadership skills to motivate and work with diverse groups

Communication skills to enable effective facilitation

Identifying group dynamics and interaction between group members

Negotiation skills to resolve potential conflict situations

Reflective learning techniques

Resource implications

Physical resources - assessment of this unit of competency requires access to client groups

environment suitable for the conduct of adventure-based activities. This may include outdoor or indoor activities

Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must be competent in this unit but preferably be competent in the unit at the level above (i.e., SROABL003B)

be competent, as a minimum, in the units

SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment

be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the *Standards for Registered Training Organisations*

Consistency in performance

Due to issues such as behaviour, facilitation approaches and different learning needs, this unit of competency must be assessed over a minimum of two (2) sessions with peers in a simulated environment AND a minimum of three (3) sessions with different client groups in order to ensure consistency of performance over the Range Statements and contexts applicable to conducting adventure based activities to facilitate learning for clients

Context for assessment

This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated when facilitating adventure activities with clients in a real workplace environment

This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPET

ENCIES

Collect, Analyse&Organise Information	Communicate Ideas&Information	Plan&Organise Activities	Work with Others&in Teams	Use Mathematical Ideas&Techniques	Solve Problems	Use Technology
3	3	3	2	-	3	-

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

- Use routine approaches
- Select from routine approaches
- Establish new approaches

**Collecting,
analysing
and
organising
informatio
n -**

Collecting
information
on client's
goals and
desired
outcomes

**Communic
ating ideas
and
informatio
n -**

Facilitating
client
learning
during
adventure
activity

**Planning
and
organising
activities -**

Planning
activities
that will
promote
learning

**Working
with teams
and others**

- Working
with other
staff and
groups of
clients
during
adventure
based
activities

**Using
mathemati**

**cal ideas
and
techniques**

- Not
applicable

**Solving
problems -**

Dealing
with inappr
opriate
behaviour
in group
activities

**Using
technology**

- Not
applicable

Please refer
to the
Assessment
Guidelines
for advice
on how to
use the Key
Competenci
es.

Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT	CATEGORIES
Action plans	[all categories] short term long term
Adventure-based learning activities	[all categories] programs or activities, either indoor or outdoor, which have an element of challenge, risk or adventure an experiential focus as a means of achieving learning programs or activities that seek to achieve values clarification, behaviour recognition and changes to achieve personal growth
Behaviour	[all categories] positive negative conscious unconscious
Facilitation activity	[all categories] includes but is not limited to learning by doing learning by telling (speaking for the experience) learning through reflection (debriefing) direction with reflection (direct frontloading) metaphoric framing
Facilitation approaches	[all categories]

funnelling
review
recall
affect and effect
summation
application
cognitive hierarchy
sequenced questioning
knowledge
comprehension
application
analysis
synthesis
evaluation
challenge by choice
working agreements

Facilitation guidelines

[all categories]
group position
role clarity
confidentiality
commitment
responsibility
time
single speaking
non-violence
participation
other ethical issues

Individual differences

[all categories]
gender
language
mental ability
physical ability
culture and values

Learning needs	[all categories] attributes, for example knowledge and relevant skills in adventure activity development physical emotional articulated unarticulated preferred learning styles techniques to assess
Learning outcome	[one category] recreational educational therapeutic vocational
Learning transfer	[all categories] technical, intellectual and/or emotional specific, indirect, metaphoric
Models of adventure/experiential learning	[all categories] types, for example linear cyclical spiral nested loop structure sequence
Phases within each model of the facilitation process	[all categories] diagnosis design delivery debriefing

Progression

detachment

[all categories]

in terms of attributes such as

physical

emotional

social

intellectual

techniques to monitor progress, for example

observation

planned reflection

feedback

Roles and responsibilities of facilitator

[all categories]

assessing individual and group needs

maintaining neutrality

providing mechanisms for change

dealing with resistance

producing solutions

providing appropriate feedback

listening

establishing group guidelines

fostering safe, honest group atmosphere

Unit Sector(s)

Not applicable.

SISXEMR402A Coordinate emergency responses

Modification History

The release details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Release	Comments
3	Reduction of repetition. No changes to competency outcome.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to coordinate a response to an emergency situation according to an organisation's policies and procedures. The unit focuses on assessing emergency situations, implementing an emergency action plan, and coordinating a prompt and effective response.

Application of the Unit

This unit applies to staff members designated as safety officers during a specific indoor or outdoor activity at locations such as camp sites, training areas and outdoor sites, sporting grounds and competition venues or the warden in a sport, recreation or fitness centre, which may include a community leisure centre, gym, aquatic centre or indoor activities centre.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- | | |
|---|---|
| 1. Coordinate response to emergency reports or signals. | <ul style="list-style-type: none"> 1.1. Identify and respond to emergency <i>reports or signals</i>. 1.2. Attend, where appropriate, <i>emergency situations</i> and respond according to <i>organisation policies</i> and <i>procedures</i>. 1.3. Assess emergency situations and report details to <i>designated personnel</i>. 1.4. Coordinate emergency response actions. |
| 2. Assess the emergency. | <ul style="list-style-type: none"> 2.1. Conduct an assessment of the situation. 2.2. Establish an emergency action plan based on assessment of current situation and possible <i>potential for escalation</i>. 2.3. Prioritise actions promptly. |
| 3. Coordinate the response. | <ul style="list-style-type: none"> 3.1. Implement organisational emergency procedures and policies. 3.2. Supervise equipment selection to match the type of emergency. 3.3. Confirm and coordinate the safe use of <i>emergency equipment</i>. 3.4. Supervise selection and use of rescue techniques. 3.5. Improvise, where necessary, equipment and technique. 3.6. Arrange and confirm the safety of staff and clients. |
| 4. Liaise with relevant authorities. | <ul style="list-style-type: none"> 4.1. Liaise with members of the <i>emergency team</i> and monitor the emergency. 4.2. Refer situations beyond the capability of the emergency team to the <i>appropriate authorities</i> for assistance. 4.3. Provide information and assistance to authorities. 4.4. Control and coordinate, if necessary, <i>emergency evacuation</i> according to directions from relevant |

ELEMENT**PERFORMANCE CRITERIA**

- authorities.
5. Finalise operational procedures.
- 5.1. Complete and maintain an operational log.
 - 5.2. Debrief emergency team members.
 - 5.3. Evaluate operation of emergency procedures and recommend any changes.
 - 5.4. Advise emergency team members to refer media inquiries to the nominated spokesperson.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - liaise with all parties to coordinate effective responses to emergency situations
 - convey information to relevant authorities
 - debrief emergency team members
- problem-solving skills to:
 - assess emergency situations and develop action plans
 - improvise equipment or techniques where required
- planning and organisational skills to coordinate resources and equipment necessary to respond effectively to emergency situations
- self-management skills to review and reflect on own work performance in coordinating emergency responses
- language and literacy skills to:
 - complete emergency documentation
 - interpret and respond to emergency reports and signals.

Required knowledge

- organisational emergency policies and procedures and staff responsibilities to enable prompt and effective response to emergencies and incidents
- legislation relevant to own work role and level of responsibility including:
 - duty of care
 - occupational health and safety
 - environment protection
 - hazardous substances and dangerous goods
 - public health and safety
- location and use of rescue and emergency equipment to enable effective implementation of an emergency response
- rescue techniques to enable selection of technique appropriate to type of emergency
- emergency response agencies within the activity area and direct communication channels to enable information about an emergency to be communicated quickly and directly
- factors that impact on emergency situations to enable appropriate contingency planning
- behaviour and characteristics of typical emergencies to enable the development of an action plan to quickly and effectively bring the situation under control.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- identify and implement organisation policies and procedures to assess and coordinate emergency responses promptly and safely
- comply with relevant legislation in coordination of emergency response
- coordinate participatory arrangements for the management of the emergency response
- complete all relevant documentation
- evaluate and reflect on performance to identify ways in which emergency procedures can be improved.

Context of and specific resources for assessment

Assessment must ensure:

- coordination of multiple emergency responses, which may be simulated to reflect the individual's current or intended work environment to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- equipment and resources to ensure adequate response to emergencies
- staff and clients in industry-appropriate ratios
- legislation and organisational policies and procedures.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of applying organisational emergency procedures when responding to emergency situations
- observation of interacting with safety officers and wardens to ensure effective coordination of emergency situations
- oral and or written questioning to assess knowledge of relevant legislation which underpins the effective implementation of organisational emergency procedures

Guidance information for assessment

- third-party reports from a supervisor detailing work performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXWHS402 Implement and monitor Work Health and Safety policies.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Reports or signals may include:

- verbal
- emergency warning and alarm systems
- hand signals
- telephone and radio communications
- whistles.

Emergency situations may include:

- fire
- hazardous release of chemicals
- bomb threats or civil disorder
- environmental conditions
- other natural or man-made disasters
- activity-specific.

Organisational policies and procedures may include:

- Work Health and Safety
- emergency procedures
- reporting incidents
- staff roles and responsibilities in the event of an emergency
- communication lines
- exit and assembly points.

Designated personnel may include:

- supervisors
- managers.

Potential for escalation may include:

- spread of fire
- threat to adjoining areas
- danger of explosion
- loss of communications
- involvement of additional persons
- deterioration in environmental conditions.

Emergency equipment may include:

- hoses
- monitors
- foam equipment and extinguishers
- blankets
- spill kits
- personal protective clothing and equipment
- ladders
- salvage gear

- rescue equipment
 - first-aid and evacuation equipment and resources.
- Emergency team* may include:
- nominated safety officers or wardens
 - emergency team members
 - emergency response related persons.
- Appropriate authorities* may include:
- Police Search and Rescue
 - State Emergency Service
 - Fire Brigade
 - Ambulance Service
 - Land Management Authorities
 - Australian Volunteer Coastguard.
- Emergency evacuation* may include:
- total or partial
 - to an internal or external refuge
 - to an assembly point.

Unit Sector(s)

Cross-Sector.

Co-requisite units

Competency Field

Emergency Response.

SISCCRO301A Assist with recreation games not requiring equipment

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assist in the planning and conduct of recreation games not requiring equipment, in a community recreation setting.

Application of the Unit

This unit applies to those who work as assistants with limited responsibility in a range of roles and settings across the sport and recreation sector. This may include those working as assistants in after school or holiday care programs in a range of locations and settings.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge section and the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

- | | |
|---|--|
| <p>1. Assist in planning recreation games.</p> | <p>1.1. Confirm <i>participant group</i> and <i>characteristics</i> with <i>appropriate personnel</i>.</p> <p>1.2. Offer <i>suggestions</i> which are appropriate for the participants and support the <i>aims of the recreation games</i> according to <i>relevant legislation</i> and <i>organisational policies and procedures</i>.</p> <p>1.3. Identify and select <i>recreation games</i> in consultation with appropriate personnel to encourage maximum participation and enjoyment of participants.</p> <p>1.4. Clarify <i>game requirements</i> in consultation with appropriate personnel.</p> <p>1.5. Plan recreation games appropriate to the abilities and needs of participants according to organisational policies and procedures.</p> <p>1.6. Check and confirm suggested recreation games with a responsible person according to organisational policies and procedures.</p> |
| <p>2. Assist with the conduct of recreation games.</p> | <p>2.1. Communicate <i>information</i> required to safely participate in the session according to organisational policies and procedures.</p> <p>2.2. Carry out <i>allocated tasks</i> promptly, efficiently and as directed.</p> <p>2.3. Respond to participant queries according to own level of responsibility.</p> <p>2.4. Monitor participants' performance in consultation with a responsible person.</p> <p>2.5. Report <i>problems</i> in participant behaviour to responsible person as required.</p> <p>2.6. Seek participant feedback and identify further needs.</p> |
| <p>3. Assist in the evaluation of the recreation games.</p> | <p>3.1. Provide personal feedback on the outcomes of the recreation games to appropriate staff.</p> <p>3.2. Convey participant feedback on the recreation games</p> |

ELEMENT

PERFORMANCE CRITERIA

to appropriate staff.

3.3. Review own work performance and identify potential improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - offer suggestions during planning for the recreation games
 - confirm arrangements with responsible staff
 - interact with participants and colleagues to clarify client requirements
 - convey information about the session
 - seek and convey feedback from participants
- problem-solving skills to:
 - select and plan recreational games to suit participants' interests and abilities
 - identify and report problems related to activities
 - implement contingencies for situations arising beyond area or responsibility
- planning and organisational skills to confirm arrangements with the responsible person
- self-management skills to:
 - recognise and act within boundaries of role and responsibilities
 - review and evaluate session outcomes in relation to personal performance
- teamwork skills to liaise with appropriate staff to carry out allocated tasks
- literacy and numeracy skills to interpret and seek clarification on recreational games requirements such as rules and regulations.

Required knowledge

- legislation and organisational policies and procedures that:
 - enable the safe and non-discriminatory conduct of recreation games
 - ensure compliance with roles and responsibilities of staff working in an assisting role
- potential hazards associated with the games to ensure safe conduct of the session
- techniques and skills appropriate to different recreation games to ensure participant needs are met according to their abilities
- techniques to motivate participants to interact and participate in recreation games
- information sources to access information about the requirements of recreation games.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- identifies, confirms and carries out assigned duties according to own level of responsibility and refers tasks outside own level to appropriate personnel
- carries out allocated tasks responsibly and in a non-discriminatory manner according to instructions of responsible person and reports any difficulties to the appropriate personnel
- clarifies and conveys information about essential aspects of the games to assist and encourage participants to fully participate in the recreation games
- contributes to the evaluation of the recreation games and suggests how they could be improved and reflects on own work performance.

Context of and specific resources for assessment

Assessment must ensure participation in the planning and conduct of multiple recreation games or sessions to enable the candidate to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- sport and recreation environments, venues or facilities that reflect local requirements
- participants with varying needs
- responsible staff or appropriate personnel
- information about recreation games
- legislation and organisational policies and procedures in relation to the conduct of recreation games.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate interacting with a range of participants, including conveying information for safe participation in recreation games and assisting in delivery, supervision and evaluation of games according to own level of responsibility
- observation of candidate dealing with contingencies

such as situations arising beyond area or responsibility

- oral or written questioning to assess knowledge of techniques and skills appropriate to different recreation games
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXCAI303A Plan and conduct sport and recreation sessions.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

- Participant group*** may include:
- experienced
 - inexperienced
 - adults
 - children.
- Characteristics*** may include:
- needs and interests
 - numbers
 - age and gender
 - previous experience
 - special requirements.
- Appropriate personnel*** may include:
- coordinator
 - supervisor
 - manager.
- Suggestions*** may include:
- type of games
 - content of games
 - methods of working with participants
 - timing and sequencing of games.
- Aims of the recreation games*** may include:
- participation
 - confidence
 - motivation
 - self-improvement
 - fitness
 - lifestyle adjustment.
- Relevant legislation*** may include:
- occupational health and safety
 - equal opportunity
 - privacy
 - working with children.
- Organisational policies and procedures*** may include:
- occupational health and safety
 - communication protocols
 - roles and responsibilities
 - duty of care
 - reporting channels.
- Recreation games*** may include:
- competitive
 - non-competitive
 - traditional

- cultural activities
 - individual or group.
- Game requirements*** may include:
- safety
 - rules and regulations
 - resources
 - scheduling.
- Information*** may include:
- game requirements
 - expected behaviour
 - clothing and footwear
 - hydration
 - instructions
 - potential hazards.
- Allocated tasks*** may include:
- providing access to facilities or recreation areas
 - providing advance information to participants
 - organising refreshments.
- Problems*** may include:
- aggressive or unacceptable behaviour
 - inappropriateness of game type or duration
 - participant injury.

Unit Sector(s)

Community Recreation

Competency Field

Community Recreation Operations

HLTNA304D Plan meals and menus to meet cultural and religious needs

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTNA304C Plan meals and menus to meet cultural and religious needs	HLTNA304D Plan meals and menus to meet cultural and religious needs	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Changed wording of elements 1 & 2. No change to competency outcome

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to plan and evaluate meals and menus in a manner that meets the cultural and religious needs of client groups

Application of the Unit

Application

Work performed requires a range of well developed skills where some discretion and judgement is required

Individual will take responsibility for their own outputs and may participate in work teams

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Plan meals and menus to meet food-related *cultural and religious needs* of client groups

PERFORMANCE CRITERIA

- 1.1 Identify client group and use correct terminology
- 1.2 Consider cultural groups and general characteristics of their cuisine during meal and menu planning
- 1.3 Identify *factors that may influence food choices*
- 1.4 Identify dietary regimes associated with cultural and religious groups
- 1.5 Observe cultural customs

ELEMENT	PERFORMANCE CRITERIA
2. Modify existing menus to meet food-related <i>cultural and religious needs</i> of client groups	2.1 Plan and modify menus to meet cultural and religious needs of the client group 2.2 Incorporate sufficient choice into menus

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Australian Dietary Guidelines
- Basic cooking methods and equipment
- Basic knowledge of food preparation and food service systems
- Basic principles of nutrition
- Basic principles of nutrition, diet therapy, nutrition supplements and factors that place clients at risk of malnutrition and inadequate hydration
- Common fluid and food restrictions
- Costing (portion size, mathematics) procedures
- Infection control policy and procedures relevant to food service provision
- Work health and safety (WHS) work practices relevant to the specific workplace and in accordance with relevant state/territory/national legislation
- Planning and evaluating meals and menus
- Range of menus and menu items
- Requirements of certain menus
- Standardised recipes
- Various cultural requirements in relation to food, relevant to the profile of the community served by the organisation
- Work organisation methods

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify and develop meals and menus that meet specific cultural and religious needs of

client groups

- Communicate constructively with clients and other staff to ensure best service

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Plan and evaluate meals and menus
- Demonstrate safe food handling practices
- Use numeracy skills ranging from the ability to complete basic arithmetic calculations to the collating to recording of numbers and costing of menus
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistency of performance should be demonstrated over the required range of workplace situations

Concurrent assessment and relationship with other units:

This unit can be assessed independently, however it may be assessed in conjunction with:

- HLTNA303B Plan and modify menus according to special dietary needs

- Context of and specific resources for assessment:*
- Assessment should replicate workplace conditions as far as possible
 - Simulations may be used to represent workplace conditions as closely as possible
 - Resources essential for assessment include:
 - Food safety and HACCP procedure manuals
 - Manufacturers/ manuals and recommendations for equipment
 - Food packaging and storage requirements
 - WHS, cultural diversity and other relevant legislation
 - Work plan
 - Enterprise policy, mission statements, procedures
- Method of assessment*
- Observation in the work place (if possible)
 - Written assignments/projects
 - Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
 - Questioning
- Access and equity considerations:*
- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Cuisine of cultural groups within Australian society includes, but is not limited to:*
- Aboriginal and Torres Strait Islander
 - Asian
 - European
 - Indian
 - Mediterranean
 - Mexican
 - South American
 - South Pacific Islander
 - African
- Religious groups within Australian society who may follow particular dietary restrictions include but are not limited to:*
- Jewish
 - Hindu
 - Muslim
 - Some Christian denominations eg Seven Day Adventist
- Factors influencing food choices include but are not limited to:*
- Availability and accessibility
 - Familiarity
 - Beliefs and values
 - Food advertising
 - Cultural preferences
- Food-related religious needs include but are not limited to:*
- Kosher
 - Halal
 - Hindu (vegetarian - ovo-lacto, lacto or vegan)

Unit Sector(s)

Not Applicable

HLTFS207C Follow basic food safety practices

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required for basic food safety practices including personal hygiene, conduct when working in a food service environment, basic pest control requirements and basic food disposal requirements

It describes the most basic level of competence required by any person in any industry who directly handles food

Application of the Unit

Application

This unit supports the implementation of national and state food safety legislation and regulations and is based on the national *Food Safety Guideline Competency Standards*

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Maintain food safety while carrying out food handling activities

- 1.1 Handle food according to the *food safety program*
- 1.2 Identify and report processes and practices which are not consistent with the food safety program
- 1.3 Take corrective action, within level of responsibility, and according to the food safety program
- 1.4 Report any corrective action to supervisor, and according to legislative and organisation protocols

2. Comply with personal hygiene standards

- 2.1 Ensure *personal hygiene* meets the requirements of the food safety program
- 2.2 *Report health conditions and/or illness*, as required by the food safety program
- 2.3 Wear *appropriate clothing and footwear* as required by the food safety program

ELEMENT	PERFORMANCE CRITERIA
3. Contribute to the cleanliness of food handling areas, according to the food safety program	3.1 Maintain the workplace in a clean and tidy order to meet workplace requirements 3.2 Comply with workplace measures to prevent pests entering food premises 3.3 Identify and report indicators of pest presence
4. Dispose of food according to food safety program	4.1 <i>Keep food for disposal separate</i> , according to food safety program requirements 4.2 Dispose of food according to the food safety program requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Appropriate bandages and dressings to be used when undertaking food handling
- Clothing and footwear requirements for working in and/or moving between food handling areas
- Food disposal requirements
- Food safety requirements and procedures related to own work, which will depend on the nature of food handled and food handling responsibilities
- Legal responsibilities relating to personal hygiene practices and the reporting of illness as required by the food safety program, which:
 - at a minimum must meet the requirements of Food Safety Standard 3.2.2 and/or state legislation/regulations
 - may also include restrictions on wearing of jewellery and other adornments such as nail polish

REQUIRED SKILLS AND KNOWLEDGE

- Personal clothing maintenance, laundering and storage requirements
- Pest containment requirements
- Possible consequences of not following these procedures
- Responsibilities for maintaining the work area in a clean and tidy state
- Suitable standard for materials, equipment and utensils used in the food handling area
- Use and storage of cleaning equipment as required to carry out own work responsibility
- Waste collection, recycling and handling procedures relevant to own work responsibilities

Essential skills:

It is critical that the candidate demonstrate the ability to

- Apply knowledge of aspects of the food safety program relevant to the work role
- Comply with personal hygiene requirements
- Comply with workplace cleanliness requirements
- Demonstrate appropriate disposal of food

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Carry out workplace responsibilities to meet the requirements of the food safety program relating to own work
- Correct situations or procedures that do not meet the food safety program, within the limits of work responsibility
- Handle and dispose of recalled or contaminated food, waste and recyclable material according to food safety program where this is part of the work responsibility
- Handle, clean and store equipment, utensils, packaging materials and similar items according to the requirements of the food safety program
- Identify and report signs of pest infestation according to the food safety program
- Identify and report situations or procedures that do not meet the food safety program
- Maintain personal hygiene consistent with the food safety program
- Maintain the work area in a clean and tidy state
- Monitor own work and implement any controls as required by the food safety program
- Report health conditions and illness as appropriate and according to the food safety program
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Take necessary precautions when moving around the workplace and/or from one task to another to maintain food safety

REQUIRED SKILLS AND KNOWLEDGE

- Wear and maintain appropriate clothing and footwear as required by work tasks and consistent with the requirements of the food safety program

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistency of performance should be demonstrated over the required range of workplace situations

Context of and specific resources for assessment:

- Assessment should replicate workplace conditions as far as possible
- Assessment should be structured on whole work activities and address all knowledge and skill requirements
- Simulations may be used to represent workplace conditions as closely as possible
- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
- Resources essential for assessment include:
 - Food safety program
 - Food handling area
 - Relevant reporting procedures

EVIDENCE GUIDE

Method of assessment

- Observation in the work place (if possible)
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning
- Role play simulation

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

A food safety program:

- Systematically identifies the food safety hazards that may be reasonably expected to occur in all food handling operations of the food business
- Identifies where and how each hazard can be controlled, describes how these controls are to be monitored, the corrective action required if control conditions are not met and information to be recorded
- Must comply with relevant national, state and industry legislation/regulations
- For the purpose of applying this guideline competency standard in circumstances where formal food safety programs are not a legal requirement, the term can be understood to cover the same detail as would be covered by a food safety program. Where a business has not identified food safety hazards, determined where and how these hazards are to be controlled and how controls are to be monitored, this guideline competency standard would not apply

Procedures outlining food safety responsibilities may be:

- Provided in formats to suit the workplace such as written, verbal, diagrams and electronic advice

Food handling refers to:

- Basic handling and inspection
- Preparation
- Cooking
- Cooling
- Processing
- Display
- Packaging
- Storage
- Transportation

Responsibility for maintaining food safety

- Relates to own tasks and responsibilities
- Is based on implementing the food safety program as established for the workplace

RANGE STATEMENT

Products/materials handled and stored may include:

- Raw materials
- Ingredients
- Consumables
- Part-processed product
- Finished product
- Cleaning materials

Minimum personal hygiene requirements:

- Are specified by the food safety program
- Must, at a minimum, meet legal requirements as set out in the Food Safety Standard 3.2.2, Division 4:14 and/or state legislation/regulations

Reporting of health conditions and illnesses requirements:

- Are specified by the food safety program
- Must, at a minimum, meet legal requirements as set out in Food Safety Standard 3.2.2, Division 4:13 and/or state legislation/regulations.

Appropriate clothing and footwear:

- Depends on work requirements
- Should be designed to ensure that the body and clothing itself, does not contaminate food or surfaces likely to come into contact with food
- Examples of clothing designed to prevent contamination by the body include hair nets, beard snoods and gloves

RANGE STATEMENT

Personal hygiene requirements set out in Food Safety Standard 3.2.2. Division 4.15 include:

- Taking all practicable measures to ensure that a food handlers body, and anything they are wearing does not contaminate food or surfaces
- Take all practicable measures to prevent contact with ready-to-eat food
- Level of outer clothing is appropriate for food handling
- Only waterproof bandages and dressings are used on exposed body parts
- Not eating over unprotected food or surfaces likely to come into contact with food
- Not sneeze, blow or cough over unprotected food or surfaces likely to come into contact with food
- Not spit, smoke or use tobacco or similar preparations in areas in which food is handled
- Not urinate or defecate except in the toilet
- Wash hands:
 - Whenever hands are likely to be a source of contamination
 - Immediately before working with ready-to-eat food after handling raw food
 - Immediately after using the toilet
 - Before commencing or recommencing food handling
 - Immediately after smoking, coughing, sneezing, using a handkerchief or disposable tissue, eating, drinking or using tobacco or similar substances
- When washing hands:
 - use hand washing facilities provided
 - thoroughly clean hands using soap or other effective means, and warm running water
 - thoroughly dry hands on a single use towel or other way that is not likely to transfer pathogenic micro-organisms to the hands

RANGE STATEMENT

Reporting of health conditions and illnesses requirements set out in Food Safety Standard 3.2.2, Division 4:14... must include:

- Reporting any disease the food handler may be suffering or carrying, to the supervisor
- Not engaging in food handling where there is a reasonable likelihood of food contamination as a result of the disease
- If continuing work on food handling premises - take reasonable measures to prevent food from being contaminated as a result of the disease

Food for disposal is held and kept separate until it is:

- Destroyed or otherwise used or disposed of so that it cannot be used for human consumption
- Returned to the supplier
- Further processed in a way that ensures its safety and suitability
- Ascertained to be safe and suitable

Food for disposal includes:

- Food that is subject to recall
- Food that has been returned
- Food that is not safe or suitable
- Food that is reasonably suspected of not being safe or suitable

Unit Sector(s)

Not Applicable

CHCRH503B Develop leisure and health programs for clients with special needs

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCRH503A Develop leisure and health programs for clients with special needs	CHCRH503B Develop leisure and health programs for clients with special needs	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to identify and respond to groups and individuals with special needs

Application of the Unit

Application

The skills and knowledge of this unit of competency are mostly likely to be used be self directed and within organisation policy and procedure

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Identify and assess the specific requirements of *special needs clients* in leisure and health programs

2. Promote the role of leisure and health programs in enhancing the well being of special needs client/s

PERFORMANCE CRITERIA

- 1.1 Actively involve client with a special need, significant others and support staff and encourage them to participate in the assessment process
- 1.2 Identify all relevant information on the persons special needs and his/her personal requirements and record according to organisation procedures

- 2.1 Promote benefits of leisure and health programs to *stakeholders*, target groups and within the organisation to maximise client well being
- 2.2 Implement appropriate evaluation and monitoring processes to ensure ongoing client benefits

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 3. Plan required resources | 3.1 Identify the appropriateness of facilities |
| | 3.2 Identify and gather or modify materials and equipment that are appropriate for the individual according to the plan |
| | 3.3 Identify specialist resources according to the plan and request as needed |
| | 3.4 Plan and utilise additional resources according to available finances |
| 4. Create an environment which fosters participation of special needs client/s in leisure and health program | 4.1 Develop program in consultation with all involved to meet the desired outcomes and goals identified in client needs assessment |
| | 4.2 Review current program to identify its appropriateness for the individual |
| | 4.3 Gather detailed information to identify individual's needs |
| | 4.4 Develop strategies for ongoing communication and review with all those involved |
| 5. Manage and develop strategies to meet the requirements of special needs client/s participating in leisure and health programs | 5.1 Demonstrate innovative approach to ways to meet the requirements of special needs clients |
| | 5.1 Show empathic attitude to specific requirements of special needs clients |
| | 5.2 Support leisure and health programs in a manner that supports the person's strengths and interests |
| | 5.3 Support leisure and health programs in a manner that supports duty of care and legislative requirements |
| | 5.4 Support leisure and health programs according to risk management plan |
| | 5.5 Support active integration of special needs clients into the community and community activities through provision of <i>special requirements</i> where possible |

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Theories of development in special needs clients
- Different approaches to program planning and development
- Criteria for selecting a specific programming approach
- Assessment of key variables to guide decision-making about programming approach
- Respect for different expectations of client, significant others and support staff
- Detailed knowledge of facilitating a variety of leisure and health activities
- Up-to-date information and a range of sources of information is assessed as resources for program development
- Relevant quality improvement and accreditation system principles
- Inclusion - non-discriminatory practices and associated legislation
- Knowledge of development - build on strengths of individual
- Issues such as integration, segregation and contemporary approaches relating to client groups with a range of special needs including physical, emotional, cognitive, sensory, communication, psychiatric and disadvantage

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify and assess the specific requirements of special needs clients in leisure and health programs
- Promote the role of leisure and health programs
- Plan required resources
- Follow a leisure and health plan
- Create an environment which fosters participation
- Manage and develop strategies to meet the requirements of special needs client/s

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Outline a personal philosophy about the use of leisure and health programs to promote special needs clients well being, social justice and equity

- Demonstrate application of skills in:
 - observation
 - communication skills
 - consultative process
 - identification of local community resources
 - work health and safety (WHS) principles and practices
 - cultural awareness

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The person being assessed must provide evidence of specified essential knowledge as well as skills
- This unit may be assessed on the job or through simulation and should reflect the diversity of settings within which leisure and health work takes place

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units:

This unit should be assessed after or in conjunction with related units:

- CHCDIS301A Work effectively with people with disabilities
- CHCAC318A Work effectively with older people

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Special needs clients may include:

- Disabled
- Mental health
- Aboriginal and Torres Strait Islander
- Youth
- Mature aged/seniors
- Ethnic/cultural
- HIV/AIDS

- Logistic requirements include:*
- Transport
 - Venue
- Special requirements may include:*
- Individual differences/needs/wants/abilities
 - Communication skills and techniques
 - Specific equipment/apparatus requirements
 - Transportation needs
 - Appropriate staff ratios/training/expertise
- Stakeholders / significant others may include:*
- Care givers
 - Relatives/friends/partners
 - Medical and nursing personnel/specialists
 - Health practitioners
 - Support networks
 - Multi-disciplinary team members
 - Management

Unit Sector(s)

Not Applicable

CHCORG611C Lead and develop others in a community sector workplace

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCORG611B Lead and develop others in a community sector workplace	CHCORG611C Lead and develop others in a community sector workplace	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to achieve identified work outcomes through managing, leading and developing individuals and teams in the work group or organisation

Application of the Unit

Application

The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Provide leadership, direction and guidance to the organisation

PERFORMANCE CRITERIA

- 1.1 Provide regular briefings on work goals, plans and operational issues to work groups to minimise role ambiguity and maximise effectiveness
- 1.2 Provide encouragement to develop new and innovative work practices and strategies to optimise work outcomes and better meet client needs
- 1.3 Model high standards of performance and practice to staff
- 1.4 Provide leadership and supervision appropriate to changing priorities and situations and take into account differing needs and backgrounds of individuals, requirements of task and client needs
- 1.5 Use the diversity of individuals' knowledge, skills and approaches to enhance work outcomes
- 1.6 Model application of principles and practices of equal employment opportunity, work health and safety (WHS) and participative work practices in the community sector and promote to staff

ELEMENT**PERFORMANCE CRITERIA****2. Maximise own performance outcomes**

- 2.1 Use effective time and work management techniques, including monitoring workflow and outcomes, to meet priorities and achieve identified objectives
- 2.2 Plan work and monitor progress to minimise effects of unexpected outcomes
- 2.3 Ensure all work undertaken complies with established policies and procedures, especially those relating to anti-discrimination and WHS in the community sector
- 2.4 Regularly review and revise work practices to assist achievement of identified objectives
- 2.5 Seek and take opportunities for continuous self development/learning

3. Manage effective work relationships

- 3.1 Clearly articulate the link between the group's function, goals of the organisation and individual responsibilities and communicate to staff routinely
- 3.2 Routinely use participative decision-making processes to allocate responsibilities and develop, implement and review work of the group
- 3.3 Where relevant, identify and resolve conflict with minimum disruption to workgroup function and in accordance with organisation procedures
- 3.4 Allocate tasks within competence of staff and support by appropriate delegation and training
- 3.5 Adjust interpersonal styles and methods to the social and cultural context
- 3.6 Communicate and interact with colleagues and management using a variety of appropriate techniques

ELEMENT**PERFORMANCE CRITERIA**

4. Manage and improve the performance of individuals

4.1 Monitor performance of the group in achieving objectives, review regularly and use as the basis for further allocation of work

4.2 Monitor and review individual outcomes in consultation with the workgroup to measure and assess progress against objectives and identify issues for attention or further work

4.3 Revise work practices as required to achieve workgroup, corporate and community sector goals and objectives

4.4 Address performance problems in fair, constructive and timely manner in accordance with relevant guidelines, procedures and natural justice

4.5 Monitor individual and group progress and provide regular feedback to optimise achievement of organisation objectives

4.6 Support the work group to develop mutual commitment and cooperation

4.7 Promote and encourage workgroup effectiveness through active participation in group activities and communication processes

5. Support, participate and review group development

5.1 Put in place development plans for each staff member, identifying relevant development activities

5.2 Develop, agree and implement action plans to meet individual and group training and development needs

5.3 Encourage and support staff to apply skills and knowledge in the workplace

5.4 Identify and deliver relevant specialist training and professional development, as required

5.5 Arrange appropriate training and provide to meet individual and organisation needs

5.6 Encourage staff to be involved in professional development and support staff to *attend training courses and to take up other development opportunities*

ELEMENT

6. Support and develop staff

PERFORMANCE CRITERIA

6.1 Provide staff with personal and career development opportunities from within and outside of the organisation

6.2 Hold regular meetings with staff to review, adjust and develop strategies and priorities

6.3 Agree priority tasks and monitor achievement of work plans to maximise organisation effectiveness

6.4 Monitor overall performance of staff and provide regular feedback in an appropriate manner

6.5 Provide opportunities for targeted professional development in the community sector context

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Budget processes
- Effective leadership styles
- Effective team management
- Human resource development and management principles and practices
- Industrial relations legislative requirements
- Leadership qualities
- Supervision processes
- Union processes

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop and implement strategies for managing stress
- Provide development opportunities appropriate to work in the community sector
- Recognise stressors within the team
- Use both participative and consultative management practices
- Use effective leadership styles
- Work effectively in a team environment in the community sector

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Contribute to leadership of multi-disciplinary and inter-disciplinary teams
- Demonstrate effective communication and interpersonal skills including:
 - language and literacy competence required to fulfil the procedures of the organisation
 - language used may be English, signing or a community language
 - use of interpreters where required
 - negotiation
- Demonstrate awareness and understanding of effective individual and team operations
- Demonstrate awareness of self and impact of self on others in the community sector

workplace

- Demonstrate effective time management and work planning
- Develop relevant policies and processes if required to manage/lead and develop others in a community sector context
- Provide leadership to encourage others to recognise and address environmental responsibility and sustainable practice issues

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
This may include the use of languages other than English and alternative communication systems
- It is recommended that assessment take place on more than one occasion

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resource requirements for assessment of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
- Method of assessment:*
- Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Relevant information affecting the workgroup can include:*
- Corporate and strategic plans, including human resource management and human resource development strategic plans
 - Industrial awards
 - Personnel management guidelines and circulars
 - Quality standards
 - Relevant legislation
 - Work area business plans
- Attend training courses and to take up other development opportunities may include:*
- Assisted formal study
 - Conference and seminar attendance
 - Formal internal and external courses
 - Induction and orientation
 - On the job training
 - Placements at the same level, work experiences and assignments, and higher duties
 - Support for professional development activities

Procedures and guidelines can include:

- Financial/administrative procedures
- Fraud prevention
- WHS

Unit Sector(s)

Not Applicable

CHCORG502B Work autonomously

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCORG502A Work autonomously	CHCORG502B Work autonomously	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work as a member of a team or as an individual for periods of time without direct supervision and for coaching and mentoring colleagues

Application of the Unit

Application

This unit may be applied across a range of areas of work in the community sector

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Undertake work *activities*

- 1.1 Identify and address *work requirements* within own role and area of responsibility
- 1.2 Demonstrate understanding of instructions and directions, clarify where necessary, and implement appropriately
- 1.3 Undertake responsibilities and duties consistent with decisions made by the team, instructions given by management and agreed policies and procedures
- 1.4 Maintain communication with team leader advising of progress of task/activity
- 1.5 Modify tasks or performance if required in line with approved procedures and, if possible, agreed in advance with the appropriate person
- 1.6 Determine needs for additional support and communicate clearly and in a suitable format to management or appropriate person
- 1.7 Provide reports about progress and completion of work clearly in a form and at times and frequencies as agreed
- 1.8 Share information about own area of work and responsibility with *colleagues* in a way which helps them to carry out their own work and to put agreed plans into action
- 1.9 Ensure sharing of information complies with agreed boundaries of confidentiality
- 1.10 Maintain personal safety and safety of others
- 1.11 Communicate to team leader any legal requirements and/or ramifications of activities

2. Accept responsibilities

- 2.1 Accept responsibilities according to organisation's policy and procedures
- 2.2 Ensure team leader is appraised of outcome/s of tasks or activities in line with agreed guidelines
- 2.3 Ensure any activity that exceeds the scope of the defined task is referred to the team leader

ELEMENT**PERFORMANCE CRITERIA**

3. Set performance requirements
- 3.1 Set performance requirements based on objectives and goals
 - 3.2 Ensure *performance requirements* are agreed with team leader
4. Maintain team performance
- 4.1 Monitor individual performance against defined *performance requirements* and take appropriate action to maintain performance if required
 - 4.2 Monitor performance of others and take appropriate action through coaching and mentoring to ensure objectives and goals are met
 - 4.3 Respond to unsatisfactory practice of colleagues in a manner that balances organisation needs and goals with consideration for the individual
 - 4.4 Provide team leader with feedback, positive support and clear accurate advice
 - 4.5 Refer *performance issues* which cannot be rectified or addressed to *appropriate personnel* according to organisation policy
 - 4.6 Advise team leader of any changes in priorities or tasks
 - 4.7 Complete all *required documentation* relevant to performance

ELEMENT

5. Act as a team leader as required

PERFORMANCE CRITERIA

5.1 Identify *work requirements* and present to team members

5.2 Communicate instructions and directions to team members clearly and unambiguously

5.3 Recognise, discuss and deal with team members' concerns and queries

5.4 Adhere to equal opportunities codes of practice and respond to cultural and religious beliefs and practices of colleagues in a way that demonstrates that diversity is valued and that discrimination and prejudice will be challenged

5.5 Communicate any legal requirements and/or ramifications of team activities to team members

5.6 Allocate duties, rosters and responsibilities to team members having regard to the skills and knowledge required to properly undertake the assignment or task and according to organisation policy and procedures

5.7 Make comments and give constructive criticism to colleagues in a manner which identifies their good practice and reinforces their self confidence

5.8 Use opportunities to communicate informally with colleagues as far as possible within the time constraints of the work environment to develop shared attitudes and to extend relationships

5.9 If colleagues experience discrimination, offer support that helps them assert their individual rights and sustain their confidence and self-esteem

ELEMENT**PERFORMANCE CRITERIA**6. Contribute to team *meetings*

6.1 Undertake adequate meeting preparation to enable the supply of suitable information and effective contribution to discussion

6.2 Participate in meetings, planning and decision-making consistent with own role and the role of other members of the team

6.3 Ensure information given and views expressed to those outside the team are consistent with the decisions of the team

6.4 Manage any decisions made which *conflict* with own viewpoint in a manner which is likely to promote the aims of the team and organisation

ELEMENT**PERFORMANCE CRITERIA****7. Respond to stress and conflict in the team**

- 7.1 Respond to indications that colleagues are stressed or need support in a manner that encourages them to share their concerns and difficulties
- 7.2 Ensure any offers made in a work context to help colleagues alleviate stress or develop support are within own area of responsibility and competence
- 7.3 Share information to help colleagues identify sources of support or expertise and further training opportunities, if it can potentially enhance their competence and ability to cope
- 7.4 Respond to conflict with colleagues or between colleagues in a manner that does not disrupt the work of the organisation
- 7.5 Promptly refer to an appropriate person if conflict cannot readily be resolved
- 7.6 Respond to solutions proposed to reduce conflict in a way that demonstrates willingness to compromise and to amend practices in a flexible and positive manner in the interests of the effective working of the organisation
- 7.7 Where there is evidence of prejudice and/or discrimination on the part of a team member, challenge behaviour in a manner likely to bring about change
- 7.8 Offer support to colleagues in conflict with others consistent with organisation requirements and procedures, and in a manner that balances needs of the individual colleague with the maintenance of quality of the organisation

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legal requirements and ramifications of team activities
- Organisation's policy relevant to hours of work and work allocation
- Procedures and methods of setting performance expectations
- Organisation's policy for referring performance issues
- Organisation's requirements for documenting team performance and activities
- Team members duties and responsibilities
- Method of monitoring performance
- Knowledge of current principles and practices required to work in a team
- Follow defined work health and safety (WHS) policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Communicate performance expectations
- Provide feedback and assistance to team members in the work environment
- Perform and allocate work duties
- Identify the roles and areas of responsibilities of self and other team members and clearly and accurately communicate these
- Identify support systems within the organisation and the sources of information about support within the wider community
- Identify sources of information about training
- Apply organisation procedures for dealing with conflict
- Apply knowledge of:
 - group dynamics
 - the organisation's structure, role and policies
 - current practice and objectives of the organisation
 - equal opportunities codes of practices of the organisation
 - acknowledged good practice and legal obligations
 - rules of confidentiality of the setting
 - meeting procedures and decision-making processes

In addition, the candidate must be able to effectively do the task outlined in elements and

performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Communicate instructions and directions
- Represent issues to management
- Complete a range of documentation
- Encourage team members
- Undertake informal performance counselling
- Apply team building skills

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to:
 - an appropriate workplace and/or simulation of realistic workplace setting where assessment can take place
 - human resources consistent with the range of workplace variables
- Method of assessment:*
- Observation in the workplace
 - In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
 - Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Activities may include:*
- Non operational activities (tasks, projects, preparing documentation)
 - Operational activities (responding to emergencies and non-emergency operations including sport and recreation events, public relations activities, special events and activities)
- Appropriate personnel may include:*
- Manager
 - Human resource personnel
 - Team leader
 - Supervisor
- Colleagues may include:*
- Experienced colleagues
 - New or inexperienced colleagues
 - Work experience students/trainees
- Conflict may be:*
- Between the learner and a colleague or colleagues
 - Between two or more colleagues
- Meetings may include:*
- Regular full meetings of the team
 - Special meetings related to specific tasks
 - Meetings of part of the team only
- Performance issues may include:*
- WHS
 - Hours of work details
 - Concerns about ability to complete work
 - Inadequate resources

Performance requirements include:

- Goals
- Objectives
- Plans
- Standards

Required documentation may include:

- Forms
- Proformas
- Incident reports
- Rosters
- Timesheets
- Written reports
- Logs

Work requirements may include:

- Tasks
- Projects
- Activities
- Timelines
- Other personnel involved
- Equipment to be used

Unit Sector(s)

Not Applicable

CHCORG428A Reflect on and improve own professional practice

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to evaluate own work, continuing self-development and effective supervision within an ethical code of practice

Application of the Unit

Application

The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Reflect on own practice

PERFORMANCE CRITERIA

1.1 Undertake *self-evaluation* in conjunction with supervisors and/or peers

1.2 Demonstrate understanding of own limitations in self awareness, self management, social awareness, relationship management

1.3 Provide and receive open and evaluative feedback to and from co-workers

1.4 Actively seek feedback and accept it non-defensively

ELEMENT**PERFORMANCE CRITERIA**

2. Ensure continuing self-support and supervision
 - 2.1 Identify a range of support networks both within and outside the organisation
 - 2.2 Seek *specialist advice/further training* where need is identified
 - 2.3 Observe agency guidelines in relation to professional development
 - 2.4 Undertake an appraisal of current industry developments and apply these to improve practice
 - 2.5 Regularly participate in a review mechanism as a commitment to upgrading skills and knowledge
 - 2.6 Evaluate current and likely future needs and take action to keep abreast of evolving trends

3. Operate within an agreed code of ethics or practice
 - 3.1 Assess own practice against identified agency objectives or code of ethics, using a range of valid evidence
 - 3.2 Recognise the effect of values, beliefs and behaviour in work with clients
 - 3.3 Establish realistic goals and targets for self development
 - 3.4 Adhere to legal parameters relevant to practitioner's profession where this is a requirement of employment

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant legislation and agency guidelines and codes of ethics or practice standards
- Principles and techniques of:
 - personal goal setting
 - measuring performance
 - time management
 - identifying personal behaviour, self awareness, personality traits
 - establishing a personal development plan
- Agency's policies, plans and procedures
- Types of work methods and practices which can improve personal performance
- Types of learning style/s and how they relate to the individual
- Personal development opportunities and options
- Functions of supervision - educative, administrative and supportive

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply knowledge, skills and ethics relevant to current industry and professional standards and codes of ethics and practice
- Work with an awareness and sensitivity to conflict, culture and context
- Apply skills in negotiation, communication and decision-making
- Demonstrate understanding and implementation of relevant procedures
- Demonstrate ongoing reflection on and development of personal capability to meet professional standards, in particular to:
 - actively seek professional development opportunities
 - seek and reflect upon feedback

REQUIRED SKILLS AND KNOWLEDGE

- seek opportunities for supervision / mentoring
- identify and participate in personal development
- integrate learning into improved practice

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Work to increase social justice and to identify and respond to inequality and discrimination
- Research information to develop personal development and work plans
- Elicit, analyse and interpret feedback
- Analyse culturally different viewpoints and taking them into account in personal development and professional practice
- Monitor research trends related to roles and responsibilities
- Use information systems to assist establish work plans
- Assess the effectiveness of own skills development
- Develop and maintain professional networks
- Manage or seek support to manage complex ethical issues, dilemmas
- Relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- Demonstrate application of:
 - functional literacy skills to interpret written and oral information about workplace requirements
 - communication skills including receiving and analysing feedback and reporting

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of consistent performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace

EVIDENCE GUIDE

Method of assessment:

- Demonstration of competency within the working environment to learn from others and reflect on performance
- Where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- Review of any documentation produced by the candidate related to self development

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Knowledge refers to:

- The understanding of relevant theories, principles, practices their application and other aspects of knowledge, which may be desirable or necessary in order to practise effectively.

RANGE STATEMENT*Setting:*

- Employees may work independently or within an agency setting.

Self-evaluation includes:

- Journal documentation and structured discussion and supervision with others.

Specialist advice / further training may include:

- Accessing on the job mentoring / professional supervision or through peer work or training

Unit Sector(s)

Not Applicable

CHCCS421B Undertake community sector work within own community

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS421A Undertake community sector work within own community	CHCCS421B Undertake community sector work within own community	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Unit Descriptor

This unit deals with the skills and knowledge required for workers to deal with a range of issues associated with delivery of programs and services to individual and communities within the context of community sector work in communities in which they are personally involved

Application of the Unit

Application

This unit applies to workers involved in the delivery of community services to members of their own community

Work who may be undertaken individually and/or as part of a team, with services delivered through visits to the community, through community-specific agencies or through mainstream services

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Address cultural issues and complexities when working in own community
 - 1.1 Apply an understanding of the cultural issues and complexities of working with own community
 - 1.2 Identify historical, social, political, economic and environmental factors which currently impact on people in the community
 - 1.3 Identify potential issues related to the delivery of programs and services to own community for self and community members
 - 1.4 Identify current strategies, programs and models that address identified issues and apply in work practice

2. Apply appropriate service frameworks and models
 - 2.1 Identify suitable services and organisations and clarify their potential role and approach to addressing community issues
 - 2.2 Identify appropriate frameworks for service delivery in the community, taking into account potential issues and conflicts related to service delivery
 - 2.3 Promote and select services and approaches that support individuals and the community to be self-determining and empowered
 - 2.4 Demonstrate commitment to achieving access and equity to services for community members, in line with identified need
 - 2.5 Establish and maintain networks with relevant *agencies and associated services* (e.g. housing agencies) to support individuals and communities

ELEMENT**PERFORMANCE CRITERIA**

3. Work in a culturally safe manner

3.1 Consider and respect local community values, beliefs and roles when providing services to individuals and the community

3.2 Apply *cultural safety* protocols in implementing government policies, undertaking research and data collection and delivering services to individuals and the community

3.3 Identify cultural or belief based factors that may present a barrier to behaviour change and/or adaptation to current circumstances

3.4 Identify *cultural or belief based factors that may produce stress* and have a potential to impact own work practices and report to organisation as appropriate to support service delivery and personal well being

3.5 Deliver services safely as limited by own level of competence and responsibility and in line with *organisation policies, regulatory requirements* and community protocols

4. Apply strategies and policies relevant to service delivery

4.1 Identify aspects of organisation service strategies, policies, bodies and resources relevant to work in specific communities

4.2 Apply strategies and policies to address identified needs of individuals and the community

4.3 Identify *barriers to access and equity* in relation to services

4.4 Take available opportunities to advocate on behalf of individuals and/or the community

4.5 Maintain confidentiality of client information

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness of potential issues related to delivery of community services in own community
- Relevant community programs and services available to members of the community
- Community perceptions of major issues affecting them and underlying causes
- Perceptions of people outside the community relating to major issues and underlying causes
- Available health and social statistics related to community issues
- Social, cultural, historical and environmental determinants and strategies to address issues affecting the community, including:
 - traditional language, cultural and religious practices and lifestyle
 - impact of socioeconomic factors on health and welfare
 - social and political factors that perpetuate disadvantage
 - importance of personal achievement, education and supportive family/social networks
 - strategies community members may employ to maintain strong culture and supportive social networks and maximise educational, employment and social opportunities for their children
 - impact of environmental factors on health and well being
- Barriers to improving environmental determinants
- Lifestyle and behavioural issues, including:
 - known behaviours that pose a significant risk to the community
 - education and promotion of healthy lifestyle practices
 - principles of well being
- Relevant aspects of the community services and health care system, such as access to benefits

Essential skills:

REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Work consistently in a culturally safe manner with and on behalf of clients in line with identified community needs and workplace requirements
- Work with an understanding of the impact of historical, social, political, spiritual and environmental factors on the health and well being of community members
- Take into account social, political and environmental factors that influence the health and well being of clients
- Communicate effectively and establish a relationship of trust with clients
- Initiate appropriate actions in response to assessment and in accordance with organisation procedures and protocols for commonly presented health conditions
- Engage the client in self management principles and practices
- Make appropriate referrals, providing accurate and relevant details to clients and referral agencies
- Reflect on and improve own level and application of skills and knowledge to achieve desirable outcomes and maintain own capabilities
- Determine potential relational issues and conflicts between work role and community role

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of assessment:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
- Method of assessment:*
- Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Cultural safety refers to:

- Maintaining the protection of a community's:
 - intellectual property
 - human rights
 - resources
 - ownership of materials
- Community and self-protection

Cultural or belief based factors that may produce stress include:

- Community and/or own expectations that may involve, for example:
 - extended work hours
 - functions outside health work role
 - unrealistic accountability/responsibility for resolving community problems
 - family pressures
 - conflict between work role and community responsibilities
- Multiple accountabilities to employer, family, personal and community
- Conflict between community and family responsibilities and obligations and work role
- Motor vehicle accidents

Agencies associated services may include:

- Government health services
- Welfare agencies
- Emergency services
- Police
- Education and training organisations
- Non-government and private enterprise
- Community Government Councils
- Elected community organisations
- Churches

RANGE STATEMENT

- Barriers to access and equity may include:*
- Racism, including community and institutionalised racism
 - Discrimination
 - Socioeconomic status
 - Access to essential services and infrastructure
 - Lack of coordination of government at all levels
 - Inadequate resources/funding
 - Lack of community control and ownership
 - Lack of political leverage
 - Language barriers
 - Disease focus of mainstream health care delivery
 - Differences in concept of ill health
 - Geographic access to primary health care and specialist health services
 - Cultural barriers
 - Language/literacy

- Organisation policies and regulatory requirements may include:*
- Privacy and confidentiality guidelines
 - Treatment manuals
 - Work health and safety (WHS) guidelines
 - Infection control guidelines

Unit Sector(s)

Not Applicable

CHCCS411C Work effectively in the community sector

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS411B Work effectively in the community sector	CHCCS411C Work effectively in the community sector	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to work effectively in a community work or service delivery setting with communities, clients, carers, staff, visitors, suppliers and others to meet established work requirements

Application of the Unit

Application

This unit applies to work in a range of community work or service delivery settings such as:

- specific communities
- community, regional or remote service provider
- department of a large institution or organisation
- specialised service or organisation
- private provider
- non government services

Application of this unit should be contextualised within the qualification in which it is being delivered to reflect specific workplace requirements and practices

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency. The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Work ethically

PERFORMANCE CRITERIA

- 1.1 Follow ethical guidelines in decision-making in all work undertaken with an awareness of potential ethical complexity in own work role
- 1.2 Reflect understanding and compliance with the principles of duty of care and legal responsibilities in all work undertaken
- 1.3 Refer any breach or non adherence to standard procedures or adverse event to appropriate personnel
- 1.4 Maintain confidentiality of any client matter in line with *organisation policy* and procedure, regulatory requirements and/or code of practice
- 1.5 Show respect for rights and responsibilities of others through considered application of work practices
- 1.6 Reflect current working knowledge and understanding of *employee and employer rights and responsibilities* in all work undertaken
- 1.7 Recognise, avoid and/or address any conflict of interest

ELEMENT**PERFORMANCE CRITERIA**

2. Communicate effectively in a community work or service delivery setting
- 2.1 Develop, review and revise personal skills in communication as an ongoing priority to address work role requirements
 - 2.2 Exercise caution in communicating personal information by oral and written means to ensure confidentiality of client and staff matters
 - 2.3 Routinely apply workplace protocols and procedures in all workplace communication to support accuracy and understanding of information provided and received
 - 2.4 Recognise individual and cultural differences and make any adjustments in communication needed to facilitate the achievement of identified outcomes
 - 2.5 Conduct interpersonal communication with *clients* and colleagues in a manner that enhances a *person-centred* or *community-centred* approach consistent with work role requirements
 - 2.6 Take appropriate measures to resolve conflict and interpersonal differences in the workplace
3. Work effectively within the community services system
- 3.1 Develop knowledge of *different sectors* involving community work and/or service delivery and how inter-relationships between these sectors affect own work
 - 3.2 Work with awareness of the roles of various organisations involved in community work and/or service delivery
 - 3.3 Demonstrate respect for workers from different sectors, levels and agencies within the industry
 - 3.4 Gain and maintain awareness of current issues influencing community work and/or service delivery, including issues for Aboriginal and Torres Strait Islander peoples

ELEMENT**PERFORMANCE CRITERIA**

4. Demonstrate commitment to relevant *values and philosophy underpinning work in the sector*

4.1 Demonstrate consideration and understanding of the underpinning values and philosophy of the sector and the work area

4.2 Demonstrate a commitment to *access and equity principles* in work in the sector

4.3 Identify personal values and attitudes and take into account when implementing work activities

5. Maintain work standards

5.1 Identify relevant organisation policies and procedures relating to awards, standards and legislative *requirements of own work role* and clarify any uncertainties with appropriate personnel

5.2 Contribute to *identifying and implementing improved work practices*

5.3 Comply with relevant accreditation and standards applying to work undertaken

5.4 Demonstrate understanding and focus on achieving organisation goals and objectives in all work undertaken

5.5 Respond positively to changes to improve work practices and procedures in accordance with organisation requirements

5.6 Identify *issues requiring mandatory notification* and report to supervisor and/or an appropriate authority

5.7 Reflect and identify own scope of practice within each work context

ELEMENT**PERFORMANCE CRITERIA**

6. Take responsibility for personal skill development

6.1 Seek advice from appropriate persons on areas for skill and knowledge development

6.2 Identify options for accessing relevant skill development opportunities and initiate action in consultation with manager

6.3 Undertake *designated skill and knowledge development* and maintenance activities of the organisation

6.4 Identify and prioritise personal work goals in accordance with organisation requirements

7. Reflect on own practice

7.1 Undertake self-evaluation in conjunction with supervisors and/or peers

7.2 Provide and receive open and evaluative feedback to and from co-workers

7.3 Actively seek constructive feedback relevant to work role and accept it non-defensively

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

REQUIRED SKILLS AND KNOWLEDGE

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness of own biases, beliefs and emotional issues
- Basic knowledge of contemporary employment terms and conditions in the workplace
- Broad knowledge of legal and ethical framework in community work and/or service delivery, including:
 - work health and safety (WHS)
 - access, equity and anti-discrimination
 - privacy
 - responsibilities in relation to child protection and other mandatory reporting requirements where relevant
- Broad understanding of relevant organisation procedures, policies, awards, standards and legislation and how to access them
- Contemporary approaches to work in the industry, associated rationales and supporting behaviours
- Current issues facing people and the sector
- Knowledge and understanding of professional boundaries and need to refer appropriately
- Meaning of duty of care, confidentiality of information and ethical decision-making in relation to specific work role duties and responsibilities, as well as understanding of what constitutes a breach of these and potential ramifications of such a breach
- Organisation procedures relating to:
 - safety issues and prevention in community services work, including basic home fire safety
 - emergency response
 - security
- Own responsibilities within the workplace
- Purpose of accreditation process and quality improvement practice and their application in specific work area
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Role, function and objectives of the organisation, and relevance to specific work role
- Understanding of difference and diversity in relation to individual needs, discrimination and social vulnerability
- Values, principles and ethics underpinning work in the sector including:
 - holistic and person-centred support and services
 - community work
 - people's needs and rights including duty of care

REQUIRED SKILLS AND KNOWLEDGE

- principles of access and equity and human rights
- principles of client safety

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate knowledge of the ramifications of breaches of duty of care, confidentiality, ethical guidelines and other relevant policies and legislation
- Identify own responsibilities and role within the workplace

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Accurately follow organisation procedures relevant to own role
- Address safety issues relevant to own work role
- Apply decision-making and problem solving skills as required to constructively achieve identified outcomes in line with work role
- Communicate effectively about the importance of issues relating to environmental responsibility and sustainable practice and opportunities to address them
- Demonstrate interpersonal communication with people
- Demonstrate functional literacy skills needed for written and oral information about workplace requirements
- Demonstrate communication skills as required by specific work role, including:
 - interpreting and following verbal and/or written instructions
 - seeking clarification of tasks
 - providing information
 - reporting incidents in line with organisation requirements
- Participate in appropriate professional development activities on an ongoing basis, including:
 - maintaining own skills and knowledge and ongoing development
 - being open to learning new ideas and techniques in a range of settings
 - sharing workplace information with others
- Use initiative in responding to challenging situations and individuals
- Work as part of a team or as a sole worker
- Work in a non-judgemental manner

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

- Context of and specific resources for assessment:*
- Assessment should relate to an identified work role and associated workplace conditions
 - Resources essential for assessment include any documents specific to the work context such as:
 - instructions for the use of equipment
 - specific instructions for staff
 - emergency response procedures
 - fire safety policies and procedures
 - security procedures
 - relevant accreditation standards
 - waste management policies and procedures
- Method of assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
 - Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Requirements of own work role may include:

- Accreditation standards
- Individual awards and benchmarks
- Legislation relevant to work area
- Level of responsibility
- Organisation guidelines

Organisation policy on confidentiality may relate to:

- Access to records
- Destruction of records
- Release of information
- Storage of records
- Verbal and written communication

Organisation policies, protocols and procedures refer to:

- Guidelines and practices to be applied in the work role, such as:
 - Formal, documented guidelines of an organisation
 - Informal practices used by an organisation or individual owner/operator

Organisation procedures, policies, awards, standards and legislation may relate to:

- Accreditation and service provision standards of other relevant industry organisations
- Current Australian standards
- Employment and vocational training standards
- Federal and state legislation
- Quality management policy and practice
- Sector specific legislation and standards, for example:
 - home and community care standards
 - aged care accreditation standards
 - disability service standards
 - housing regulation and standards
- Service delivery standards

Client may include

- Communities or groups
- Family, carers, significant others, legal guardians
- Individual person

RANGE STATEMENT

Stakeholders and representatives may include:

- Clients
- Community organisations
- Families and care givers
- Friends, peers and target group
- Government representatives and service providers
- Local community
- Management, colleagues, supervisor, team members
- Peak bodies and networks in the sector
- Services
- Specialists/experts

Different sectors within community services may include but are not limited to:

- Aged care
- Alcohol and other drugs
- Child protection
- Children's services
- Community development
- Community work
- Disability services
- Employment services
- Family and domestic violence
- Home and community care
- Housing
- Mental Health
- Youth work and juvenile justice

Different models of work in the sector may include:

- Advocacy
- Case management
- Community development
- Community education
- Developmental
- Inter-agency approach
- Participatory
- Person-centred
- Service delivery
- Working with families

RANGE STATEMENT

Values and philosophy underpinning work in the sector may include:

- A holistic and person-centred approach, embracing:
 - promotion of well being of staff, clients and communities
 - early identification of problems
 - delivery of appropriate services
 - commitment to meeting the needs and upholding the rights of people
 - commitment to empowering the person and/or the community
 - ethical behaviour
 - preventative strategies
 - exercise of responsibilities and accountabilities within the context of duty of care for clients

A commitment to access and equity principles must be demonstrated by:

- A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers

A person-centred approach includes:

- Putting people and carers at the centre of service delivery
- When the person is a child or young person, service delivery strategies may need to be modified to ensure child safety and provide a child friendly, supportive environment
- Including people in decision-making relating to their care
- Involving people in discussions about service delivery options and issues
- Obtaining the person's consent to examine, treat or work with them
- Effective customer service
- Listening to and addressing complaints within scope of own work role

RANGE STATEMENT

Employee rights and responsibilities may relate to:

- Adherence to WHS
- Attendance requirements
- Confidentiality and privacy of organisation, client and colleague information
- Duty of care responsibilities
- Leave entitlements
- Obeying lawful orders
- Organisation policies and procedures
- Protection from discrimination and sexual harassment in the workplace
- The right to union representation

Issues requiring mandatory notification may include:

- Issues defined by jurisdictional legislation and/or regulatory requirements
- Issues specifically identified by under organisation policies
- Protection of children and others identified to be at risk

Identifying and implementing improved work practices may include:

- Application of safety practices, including for work in a range of contexts, such the person's home
- Assessing/observing/measuring environmental factors
- Checking equipment
- Developing and implementing child safe, child friendly resources, environment and work tools to support staff and volunteers working with people under 18 years of age
- Monitoring tasks
- Reporting and implementing suggested improvements
- Responding to surveys and questionnaires
- Seeking and addressing customer feedback

RANGE STATEMENT

Basic home fire safety includes knowledge of:

- Behaviour that may contribute to fire injury and/or fatality
- High fire risk groups
- Optimum placement of smoke alarms
- Referring client for smoke alarm installation and maintenance
- Role of a working smoke alarm
- Smoke alarm testing and cleaning
- Types of smoke alarms

Employer rights and responsibilities may relate to:

- Enterprise workplace agreements
- Legislative requirements for employee dismissal i.e. Workplace Relations Act
- Legislative requirements to provide a safe work environment free from discrimination and sexual harassment (see State and Commonwealth anti-discrimination legislation)
- Relevant State and Territory employment legislation i.e. wage rates, employment conditions

RANGE STATEMENT

Designated skill and knowledge development may, for example, relate to:

- Cardiopulmonary resuscitation emergency response and notification protocols
- Child protection
- Communication, conflict resolution
- Cultural awareness
- Customer service, including the provision of a child friendly environment that values, respects and welcomes children and young people
- Discrimination, harassment and bullying in the workplace
- Fire emergency response procedures for notification and containment of fire, use of fire fighting equipment and fire safety procedures
- First aid
- Formal and informal resolution of grievances
- Hazard control
- Manual handling
- Quality improvement policy and practice
- Security procedures
- Waste management
- WHS

Unit Sector(s)

Not Applicable

CHCCOM302D Communicate appropriately with clients and colleagues

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCOM302C Communicate appropriately with clients and colleagues	CHCCOM302D Communicate appropriately with clients and colleagues	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to *exercise effective communication skills* in the workplace

Application of the Unit

Application

The communication skills described in this unit may be applied across a range of workplace contexts involving various levels of social and cultural *diversity*

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Exercise effective <i>communication</i> techniques | 1.1 Reflect an understanding and respect for individual differences and needs in all forms of communication with clients and colleagues
1.2 Introduce oneself appropriately
1.3 Ensure communication is clear and relevant to situation/activities undertaken
1.4 Use touch and other non-verbal means of communication as appropriate
1.5 Seek, obtain and implement advice about communication difficulties with clients or colleagues from supervisor or <i>appropriate person</i> |
| 2. Follow routine <i>instructions</i> | 2.1 Carry out workplace instructions within agreed timeframes
2.2 Seek clarification to understand work instructions, when required
2.3 Refer difficulties in carrying out instructions to supervisor or appropriate person |

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|--|
| 3. Complete <i>reports</i> as required | 3.1 Complete reports to the standard expected in the workplace |
| | 3.2 Complete reports within identified timeframes |
| | 3.3 Ensure reports are clear and accurate |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Principles of effective communication
- Dealing with cultural diversity
- Referral processes of organisation
- Effect of sensory loss and cognitive impairment
- Relevant guidelines and procedures
- A range of written material relevant to the job role

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate competency over the range of communication methods used in the workplace (e.g. oral, written notes, memos, letters etc) and include communication with both clients and colleagues

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Adjust communication to meet differing needs
- Use assertive communication
- Use active listening and recognise non-verbal triggers
- Provide feedback
- Minimise conflict and tensions
- Use reading and writing skills required to fulfil job roles as specified by organisation/service:
 - the level of skill may range from the ability to understand symbols used on work health and safety (WHS) signs, to reading workplace safety pamphlets or procedure

REQUIRED SKILLS AND KNOWLEDGE

- manually, to reading and handling chemicals such as cleaning fluids
- literacy support available in the workplace may range from having access to support and assistance from expert/mentor/supervisor, to having no communication supports available
- literacy may be required in English or a community language depending on the client group
- Use oral communication skills required to fulfil job roles as specified by the organisation/service:
 - skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary
 - service/organisation may require competence in English or community language, depending on client group

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
This may include the use of languages other than English and alternative communications systems
- Assessment may be conducted on one or more occasions and must include the normal range of workplace situations with clients and colleagues
- Competency should be demonstrated over the range of communication methods used in the workplace (e.g. oral, written notes, memos, letters etc) and include communication with both clients and colleagues

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
- Method of assessment:*
- Assessment may include observation, questioning and evidence gathered from the workplace environment
 - Workplace evidence can include testimonials from clients and colleagues, portfolios etc

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Diversity may relate to individual differences and needs and may include:

- Age
- Behavioural
- Cultural
- Developmental
- Emotional
- Intellectual
- Physical
- Religious/spiritual
- Social

Communication includes:

- All verbal and non-verbal interaction with clients and colleagues in a range of appropriate interpersonal contexts

Communicating effectively will be carried out within requirements established by:

- Anti-discrimination legislation
- Accepted cultural protocols
- Accepted language protocols and systems

Exercise effective communication skills includes:

- Being non-judgemental
- Active listening, where culturally appropriate
- Non-verbal behaviour to indicate understanding of what is being said
- Clarifying what is said
- Responses that are culturally appropriate
- Participating in group processes

Appropriate person may be from within or outside the organisations may be:

- Colleagues
- Immediate supervisor
- Other health workers
- Consultant
- Clients and families/carers

RANGE STATEMENT

Instructions may include:

- Manufacturer's/operating written instructions
- Work unit guidelines, procedures and protocols including WHS procedures and protocols for using interpreters
- Supervisor's or management instructions

Instructions may be:

- Written
- Verbal

Reports may be verbal or written and may include:

- Notes
- Records
- Memos
- Letters
- Clients records
- Verbal 'hand overs' at the end of a shift
- Case file notes

Unit Sector(s)

Not Applicable

CHCCD420B Work to empower Aboriginal and-or Torres Strait Islander communities

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCD420A Work to empower Aboriginal and/or Torres Strait Islander communities	CHCCD420B Work to empower Aboriginal and-or Torres Strait Islander communities	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required for Aboriginal and/or Torres Strait Islander workers to work powerfully in a community work and/or service delivery context to empower the community

Application of the Unit

Application

This unit is basic to community work and the delivery of community services by members of Aboriginal and/or Torres Strait Islander communities

The unit applies to those Aboriginal and/or Torres Strait Islander workers who may work individually and as part of a team, whether the services are delivered through visits to the community, in Aboriginal and/or Torres Strait Islander community clinics or in mainstream services

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency. The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Work effectively with Aboriginal and/or Torres Strait Islander communities

PERFORMANCE CRITERIA

- 1.1 Work with understanding of the cultural issues and complexities of working with Aboriginal and/or Torres Strait Islander individuals, families and communities
- 1.1 Take into account the national/local *history* and cultural aspects of Aboriginal and/or Torres Strait Islander people as a factor in work
- 1.2 Identify historical, cultural, *social, political, economic and environmental factors* and their continuing impact on Aboriginal and/or Torres Strait Islander people in contemporary society
- 1.3 Reflect in work practice current strategies, programs and models that address Aboriginal and/or Torres Strait Islander issues and support *community control*

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 2. Apply community development frameworks and models to Aboriginal and/or Torres Strait Islander context | 2.1 Identify the role of relevant Aboriginal and/or Torres Strait Islander services and organisations |
| | 2.2 Involve Aboriginal and/or Torres Strait Islander people and communities in the delivery of services they have determined as needed |
| | 2.3 Involve Aboriginal and/or Torres Strait Islander people in achieving access and equity to services |
| | 2.4 Establish and maintain networks with relevant <i>agencies and associated community services</i> to support and empower Aboriginal and/or Torres Strait Islander individuals and communities |
| 3. Work in a culturally safe manner | 3.1 Consider and respect local community values, cultural beliefs and gender roles when working with Aboriginal and/or Torres Strait Islander people |
| | 3.2 Apply <i>cultural safety</i> protocols in implementing government policies, undertaking research and data collection and working with Aboriginal and/or Torres Strait Islander people |
| | 3.3 Identify <i>cultural factors that may produce stress</i> and have a potential to impact own work practices and report to organisation as appropriate to support service delivery and personal well being |
| | 3.4 Work safely within own responsibility and competence and in line with community protocols, <i>organisation policies and regulatory requirements</i> |

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 4. Work with Aboriginal and/or Torres Strait Islander people to apply strategies and policies which deal with identified issues and needs | 4.1 Identify aspects of organisation service strategies, policies, bodies and resources relevant to work in Aboriginal and/or Torres Strait Islander communities |
| | 4.2 Apply strategies and policies to address identified needs of Aboriginal and/or Torres Strait Islander people and communities |
| | 4.3 Identify <i>barriers to access and equity in relation to Aboriginal and/or Torres Strait Islander services</i> |
| | 4.4 Take available opportunities to advocate on behalf of Aboriginal and/or Torres Strait Islander people and/or communities |
| | 4.5 Maintain confidentiality of client information |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant Aboriginal and/or Torres Strait Islander programs and services, including:
 - those relevant to service area
 - Aboriginal and/or Torres Strait Islander community perceptions of major issues affecting them and underlying causes
 - perceptions of non-Aboriginal and/or Torres Strait Islander people relating to major Aboriginal and/or Torres Strait Islander issues and underlying causes
 - key health and social statistics (national, state and/or local) for Aboriginal and/or Torres Strait Islander people compared to those of non-Aboriginal and/or Torres Strait Islander population (such as expectation of life at birth, infant mortality rate, alcohol and other drug (AOD) statistics, housing ratio rates and rate and severity of unintentional injuries)
- Aboriginal and/or Torres Strait Islander history, including:
 - history, social structures, cultural beliefs and values of traditional and contemporary Aboriginal and/or Torres Strait Islander communities in Australia
 - effects of colonisation as experienced by Aboriginal and/or Torres Strait Islander people
 - historical dilemmas faced by Aboriginal and/or Torres Strait Islander people (acknowledge or deny Aboriginality)
 - impacts of government policies and legislation and their impact on Aboriginal and/or Torres Strait Islander communities, families and individuals
- Social, cultural and environmental determinants and strategies to address Aboriginal and/or Torres Strait Islander health status, including:
 - traditional Aboriginal and/or Torres Strait Islander cultural practices and lifestyle and their impact on Aboriginal and/or Torres Strait Islander health
 - importance of land, tradition and cultural practice to Aboriginal and/or Torres Strait Islander health
 - impact of socioeconomic factors on health and welfare
 - social and political factors that perpetuate disadvantage
 - importance of personal achievement, education and supportive family/social

REQUIRED SKILLS AND KNOWLEDGE

networks

- strategies Aboriginal and/or Torres Strait Islander families may employ to maintain strong culture and supportive social networks and maximise educational, employment and social opportunities for their children
- impact of environmental factors on health
- injury prevention and safety promotion
- Barriers to improving well being and health status

continued ...

Essential knowledge (contd):

- Lifestyle and behavioural determinants of Aboriginal and/or Torres Strait Islander welfare and strategies to address them, including:
 - known behaviours that pose a significant risk to Aboriginal and/or Torres Strait Islander people
 - Aboriginal and/or Torres Strait Islander lifestyle practices
 - education and promotion of healthy lifestyle practices
 - principles of well being applied to work and study practices
- Relevant aspects of the community services and health care system, including:
 - access to benefits

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work consistently in a culturally safe manner with and on behalf of Aboriginal and/or Torres Strait Islander clients in line with identified community needs and workplace requirements
- Work with an understanding of the impact of historical, social, political, spiritual and environmental factors on the health and well being of Aboriginal and/or Torres Strait Islander people
- Take into account social, political and environmental factors that influence the health and well being of Aboriginal and/or Torres Strait Islander clients

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Make appropriate referrals, providing accurate and relevant details to clients and referral agencies

REQUIRED SKILLS AND KNOWLEDGE

- Reflect on and improve own level and application of skills and knowledge to achieve desirable outcomes and maintain own capabilities
- Determine potential relational issues and conflicts between work role and community role
- Apply language, literacy and numeracy competence appropriate to the work role and the relevant Aboriginal and/or Torres Strait Islander community

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of assessment:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and/or Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and/or Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
- Method of assessment:*
- Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Cultural respect

This unit of competency supports the recognition, protection and continued advancement of the inherent rights, cultures and traditions of Aboriginal and/or Torres Strait Islander peoples

It recognises that the improvement of the health and well being status of Aboriginal and/or Torres Strait Islander people must include attention to physical, spiritual, cultural, emotional and social well being, community capacity, self-determination and governance

Its application must be culturally sensitive and supportive of traditional healing and health, knowledge and practices

The history of Aboriginal and/or Torres Strait Islander people includes:

- Aboriginal and/or Torres Strait Islander customs and lifestyle before European colonisation
- Aboriginal and/or Torres Strait Islander experience of colonisation and invasion
- Post-colonial legacy of social and economic disadvantage
- Survival and maintenance of culture, kinship and connection with the land
- Evolution and scope of the role of the Aboriginal health worker up to the contemporary context

RANGE STATEMENT

Community control refers to:

- Community participation and control in decision-making is essential to all aspects of community services work, and the role of the community services worker is to support the community and/or key decision-makers in this process
- Aboriginal and/or Torres Strait Islander community control is:
 - the guiding principle and model for the delivery of services to Aboriginal and/or Torres Strait Islander people
 - a sector of the Australian community services industry with its own history
 - a practice which underpins Aboriginal community strengthening and survival
 - a statement of self-determination

Agencies and associated community services may include:

- Community controlled health services
- Women's/men's centres
- Government health services
- Welfare agencies
- Emergency services
- Police
- Education and training organisations
- Non-government and private enterprise
- Community Government Councils
- Elected community organisations
- Homeland/outstation service providers
- Churches

RANGE STATEMENT

Cultural safety refers to:

- Maintaining the traditional and contemporary protection of Aboriginal and/or Torres Strait Islander communities':
 - intellectual property
 - human rights
 - resources
 - ownership of materials
- Community and self-protection of Aboriginal and/or Torres Strait Islander workers

Cultural factors that may produce stress include:

- Community and/or own expectations that may involve, for example:
 - extended work hours
 - functions outside health work role
 - unrealistic accountability/responsibility for resolving community problems
 - community and family pressures
 - conflict between work role and community and family responsibilities
- Multiple accountabilities to employer, family, personal and community
- Conflict between community and family responsibilities and obligations and work role

Organisation policies and regulatory requirements may include:

- Privacy and confidentiality guidelines
- Treatment manuals
- Work health and safety (WHS) guidelines
- Infection control guidelines

RANGE STATEMENT

Barriers to access and equity in relation to Aboriginal and/or Torres Strait Islander services may include:

- Racism, including community and institutionalised racism
- Discrimination
- Socioeconomic status
- Access to essential services and infrastructure
- Lack of coordination of government at all levels
- Inadequate resources/funding
- Lack of community control and ownership
- Lack of political leverage
- Language barriers
- Disease focus of mainstream health care delivery
- Differences in concept of ill health
- Geographic access to Primary Health Care and specialist health services
- Cultural barriers, such as family and kinship barriers
- Language/literacy

Social, political, economic and environmental factors that impact on Aboriginal and/or Torres Strait Islander health include:

- Health outcomes
- Stolen generations
- Colonisation and invasion
- Land rights and native title
- Dispossession
- Acts of government including assimilation policies
- Racism and discrimination
- Media
- Employment
- Poverty
- Mortality/morbidity
- Police-community relations
- Housing
- Education
- Substance misuse
- Acculturation
- Political leverage
- Levels of unintentional injury

RANGE STATEMENT

Aboriginal and/or Torres Strait Islander community service, strategies, policies and resources may include:

- National, state/territory and regional Aboriginal and/or Torres Strait Islander strategies, policies, joint planning bodies relevant to a range of community services
- National Aboriginal and/or Torres Strait Islander Peak Organisation and their state/territory affiliates
- Resources available nationally, locally and at the state/territory level

Unit Sector(s)

Not Applicable

BSBWOR204A Use business technology

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to select, use and maintain a range of business technology. This technology includes the effective use of computer software to organise information and data.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who use business technology to perform a range of routine tasks. They use a limited range of practical skills and fundamental knowledge of equipment use and the organisation of data or files in a defined context, under direct supervision or with limited individual responsibility.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Select and use technology	1.1. Select appropriate <i>technology</i> and <i>software applications</i> to achieve the requirements of the task 1.2. Adjust workspace, furniture and equipment to suit user ergonomic requirements 1.3. Use technology according to <i>organisational requirements</i> and in a way which promotes a safe work environment
2. Process and organise data	2.1. Identify, open, generate or amend files and records according to task and organisational requirements 2.2. Operate <i>input devices</i> according to organisational requirements 2.3. <i>Store data</i> appropriately and exit applications without damage to or loss of, data 2.4. Use manuals, training booklets and/or online help or help-desks to overcome basic difficulties with applications
3. Maintain technology	3.1. Identify and replace used <i>technology consumables</i> in accordance with manufacturer's instructions and organisational requirements 3.2. Carry out and/or arrange <i>routine maintenance</i> to ensure equipment is maintained in accordance with manufacturer's instructions and organisational requirements 3.3. <i>Identify equipment faults</i> accurately and take action in accordance with manufacturer's instructions or report fault to designated person

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to identify work requirements; to understand and process basic, relevant workplace information; and to follow written instructions
- communication skills to request advice, to receive feedback and to work with a team
- problem-solving skills to solve routine technology problems.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
- ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety (OHS)
- organisational policies, plans and procedures, especially in regard to file-naming and storage conventions
- organisational IT procedures including back-up and virus protection procedures
- basic technical terminology in relation to reading help-files and manuals.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • selection and application of appropriate equipment and software applications in relation to assigned task/s • access, retrieval and storage of required data • performance of basic maintenance on a range of office equipment
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of files and data for storage • manuals and training booklets for equipment.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of office equipment • evaluation of maintaining technology.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • IT use units • other industry capability units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Technology</i> may include:</p>	<ul style="list-style-type: none"> • computer technology, such as laptops and personal computers • digital cameras • modems • printers • scanners • zip drives • photocopiers • shredders • binders • laminators • cutters
<p><i>Software applications</i> may include:</p>	<ul style="list-style-type: none"> • email, internet • word processing, spreadsheet, database, accounting or presentation packages
<p><i>Organisational requirements</i> may include:</p>	<ul style="list-style-type: none"> • correctly identifying and opening files • legal and organisation policies, guidelines and requirements • locating data • log-on procedures • manufacturer's guidelines • OHS policies, procedures and programs • saving and closing files • storing data
<p><i>Input devices</i> may include:</p>	<ul style="list-style-type: none"> • keyboard • mouse • numerical key pad • scanner
<p><i>Storage of data</i> may include:</p>	<ul style="list-style-type: none"> • appropriate storage/filing of hard copies of computer generated documents • storage in directories and sub-directories • storage on CD-ROMs, hard and floppy disk drives or back-up systems

RANGE STATEMENT	
<i>Technology consumables</i> may include:	<ul style="list-style-type: none"> • back-up tapes • CD-ROM • floppy disks • print heads • printer ribbons and cartridges • toner cartridges • zip disks
<i>Routine maintenance</i> may include:	<ul style="list-style-type: none"> • in-house cleaning and servicing of equipment according to manufacturer's guidelines • periodic servicing by qualified or manufacturer approved, technician • regular checking of equipment • replacing consumables
<i>Identifying equipment faults</i> may include:	<ul style="list-style-type: none"> • checking repairs have been carried out • encouraging feedback from work colleagues • keeping a log book of detected faults • preparing a maintenance program • regular back-ups of data • regular OHS inspections • routine checking of equipment

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Industry Capability - Workplace Effectiveness
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Co-requisite units

Co-requisite units	

Co-requisite units		

HLTAID003 Provide first aid

Modification History

Release	Comments
Release 1	<p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria, changes to scope of unit.</p> <p>New evidence requirements for assessment.</p> <p>Removal of prerequisite unit</p>

Application

This unit of competency describes the skills and knowledge required to provide a first aid response to a casualty. The unit applies to all workers who may be required to provide a first aid response in a range of situations, include community and workplace settings. Specific licensing requirements relating to this competency, including requirements for refresher training, should be obtained from the relevant state/territory Work Health and Safety Regulatory Authority.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Respond in an emergency situation

1.1 Recognise an emergency situation

1.2 Identify, assess and manage immediate hazards to health and safety of self and others

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

- | | |
|---|---|
| | 1.3 Assess the casualty and recognise the need for first aid response |
| | 1.4 Assess the situation and seek assistance from emergency response services where required |
| 2. Apply appropriate first aid procedures | 2.1 Perform cardiopulmonary resuscitation (CPR) |
| | 2.2 Provide first aid in accordance with established first aid principles |
| | 2.3 Display respectful behaviour towards casualty |
| | 2.4 Obtain consent from casualty where possible |
| | 2.5 Use available resources and equipment to make the casualty as comfortable as possible |
| | 2.6 Operate first aid equipment according to manufacturer's instructions |
| | 2.7 Monitor the casualty's condition and respond in accordance with first aid principles |
| 3. Communicate details of the incident | 3.1 Accurately convey incident details to emergency response services |
| | 3.2 Report details of incident to workplace supervisor as appropriate |
| | 3.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies |

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

4. Evaluate own performance

4.1 Recognise the possible psychological impacts on self and other rescuers involved in critical incidents

4.2 Recognise the possible psychological impacts on self and other rescuers involved in critical incidents

Foundation Skills

The Foundation Skills described those required skills (language, literacy and numeracy) that are essential to performance.

Oral communication – in order to make an accurate verbal report to emergency response services and workplace supervisor

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

www.cshisc.com.au - <http://www.cshisc.com.au>

Assessment Requirements for HLTAID003 Provide first aid

Modification History

Release	Comments
Release 1	<p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria, changes to scope of unit.</p> <p>New evidence requirements for assessment.</p> <p>Removal of prerequisite unit</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

conducted a hazard assessment and identified strategies to minimise risk

demonstrated safe manual handling techniques

assessed airway, breathing and responsiveness of casualty

performed at least four minutes of uninterrupted CPR on both an adult and an infant

resuscitation manikin placed on the floor, demonstrating the following techniques on each:

checking for response and normal breathing

recognising abnormal breathing

opening and clearing the airway

using correct hand location, compression depth rate in line with the ARC recommended ratio of compressions and ventilations

acting in the event of regurgitation or vomiting

following single rescuer procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions

followed the prompts of an Automated External Defibrillator (AED)

conducted a verbal secondary survey

applied first aid procedures for the following:

allergic reactions

anaphylaxis

asthma

basic wound care

severe bleeding

burns

cardiac arrest

choking and airway obstruction

convulsions

envenomation (using pressure immobilisation)

fractures, sprains and strains (using arm slings, roller bandages or other appropriate immobilisation techniques)

poisoning

respiratory distress

shock

provided an accurate verbal report of the incident

responded to at least two simulated emergency scenarios contextualised to the candidate's workplace/community setting.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- state/territory regulations, first aid codes of practice and workplace procedures including:
 - ARC Guidelines relevant to provision of CPR and first aid
 - safe work practices to minimise risks and potential hazards
 - infection control principles and procedures, including use of standard precautions
 - requirements for currency of skill and knowledge
- legal, workplace and community considerations including:
 - need for stress-management techniques and available support following an emergency situation
 - duty of care requirements
 - respectful behaviour towards a casualty
 - own skills and limitations
 - consent
 - privacy and confidentiality requirements
 - importance of debriefing
- considerations when providing first aid including:
 - airway obstruction due to body position
 - appropriate duration and cessation of CPR
 - appropriate use of an AED
 - standard precautions and infection control
- principles and procedures for first aid management of the following scenarios:
 - abdominal injuries
 - allergic reactions
 - anaphylaxis
 - bleeding control
 - burns
 - cardiac conditions
 - choking and airway obstruction
 - cold and crush injuries
 - diabetes
 - dislocations
 - drowning
 - envenomation
 - environmental impact (including hypothermia, hyperthermia, dehydration and heat stroke)
 - epilepsy
 - eye and ear injuries
 - fractures
 - head, neck and spinal injuries
 - minor skin injuries
 - needle stick injuries
 - poisoning and toxic substances
 - respiratory distress, including asthma and other respiratory conditions
 - seizures
 - severe allergic and anaphylactic reactions

shock
soft tissue injuries
unconsciousness, abnormal breathing or not breathing
basic anatomy and physiology relating to:
absence of normal breathing
anatomy of the external chest
physiology relating to response/consciousness
upper airway anatomy and effect of positional change
anatomy and physiology considerations in provision of first aid for specified conditions

Assessment Conditions

Skills must be demonstrated working individually:
in an environment that provides realistic in-depth, industry-validated scenarios and simulations to enable assessment of candidates' skills and knowledge.

Assessment resources must include:
adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
first aid equipment including
roller bandages
triangular bandages cloth
trauma dressings
placebo bronchodilator and spacer device
adrenalin auto-injector training device
an AED training device
emergency rescue blanket
workplace first aid kit.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold:
a current advanced first aid certificate
OR
at least three years' experience as a health professional, nurse or emergency services provider.

Links

Companion volumes from the CS&HISC website - <http://www.cshisc.com.au>

CHCDIS301C Work effectively with people with a disability

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCDIS301B Work effectively with people with a disability	CHCDIS301C Work effectively with people with a disability	<p>Unit updated in V4.</p> <p>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation.</p> <p>Changes to terminology 'challenging/difficult behaviour' to 'behaviours of concern'. No change to competency outcome.</p>

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required as an introduction to working and communicating with people with a disability

Application of the Unit

Application

This unit may apply to work with people with a disability in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Demonstrate an understanding of the delivery of quality services for people with disabilities

PERFORMANCE CRITERIA

- 1.1 Demonstrate understanding of key *issues* facing people with disabilities and their carers
- 1.2 Work with understanding of the *context* of policy, regulatory, legislative and legal requirements as they apply to the area of disability work
- 1.3 Demonstrate *commitment to access and equity principles*
- 1.4 Take into account personal values and attitudes regarding disability when planning and undertaking work with people with disabilities
- 1.5 Demonstrate understanding of different impacts on clients of specific disabilities, including acquired and developmental disabilities

ELEMENT

2. Communicate effectively with people with a disability

PERFORMANCE CRITERIA

- 2.1 Identify specific communication needs of people with a disability including, where appropriate:
- identifying and using techniques, devices and aids specific to each person with a disability
 - translation and language interpreters
 - cultural interpreters
 - referral to specialists
- 2.2 Identify areas of mistrust or conflict that may require conflict resolution
- 2.3 Identify need to include additional people including trusted friends, case workers, family members or adults
- 2.4 Select from a range of appropriate communication strategies and employ to:
- establish rapport
 - exchange information
 - facilitate resolution of issues
 - defuse potentially difficult situations
- 2.5 Apply effective communication where appropriate to provide a brief intervention
- 2.6 Give feedback and advice in a way which reflects current identified good practice
- 2.7 Show due regard to individual differences, needs and *rights* in communicating with clients and colleagues
- 2.8 Communicate referrals to other staff, manager or specialist services as appropriate to ensure duty of care responsibilities are met in situations where break downs in communication occur

ELEMENT**PERFORMANCE CRITERIA**

3. Demonstrate the capacity to support *rights, interests and needs* of people with disabilities
 - 3.1 Demonstrate understanding of strategies that assist people with disabilities to exercise their rights and independence
 - 3.2 Acknowledge *different client requirements* and adapt approach to address specific requirements of each person, using positive practices in all interactions with people with disabilities
 - 3.3 Comply with legal responsibilities and duty of care
 - 3.4 Report situations that may pose health or safety issues according to organisation procedures
 - 3.5 Apply *different models for working in the sector* as required to meet client needs

4. Demonstrate the capacity to provide support across a range of disability types
 - 4.1 Apply fundamental knowledge of physical and psychological *stages of human development*
 - 4.2 Apply fundamental knowledge of factors that may enhance or inhibit human development
 - 4.3 Demonstrate understanding of a range of support practices for people with an intellectual disability, sensory disability, neurological impairment, acquired brain injury, physical disability or developmental delay
 - 4.4 Demonstrate understanding and application of support practices for a range of types of disability

5. Respond to situations of risk or potential risk to people with disabilities
 - 5.1 Identify and *respond to situations of risk* and report to *appropriate people*
 - 5.2 Report uncharacteristic behaviours and *behaviours of concern*
 - 5.3 Report situations of risk which may adversely effect the health of people with disabilities
 - 5.4 Identify indications of possible abuse and/or neglect and report according to organisation policy and protocol

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Awareness and understanding of consent and strategies utilised to determine ability to consent
- Awareness of discriminatory actions
- A range of developmental and acquired disabilities, including:
 - acquired brain injury
 - autism spectrum disorder
 - cognitive disability
 - developmental delay
 - intellectual disability
 - neurological impairment
 - physical disability
 - sensory disability, including hearing, vision impairment
 - speech/language disability
- Common risks to safety
- Communication needs, strategies and resources in relation to people with disabilities
- Consumer needs and rights including duty of care
- Different types of requirements likely to be associated with different disabilities
- Fundamental knowledge of stages of biological and psychological development of the human being throughout the lifespan
- Indicators of abuse and/or neglect in relation to people with disabilities
- Networks in the disability sector
- Principles and practices of:
 - access and equity
 - confidentiality
 - empowerment/disempowerment in relation to people with disabilities
- Relevant legislation, regulations and policies, including legalities associated with using restrictive and prohibitive practices
- Relevance of the work role and functions to maintaining sustainability of the workplace,

REQUIRED SKILLS AND KNOWLEDGE

including environmental, economic, workforce and social sustainability

- Role of guardianship board, public trustee and independent advocate
- Varying emotional, relationship building and dependence and independence issues and responses associated with differing life stages
- Underpinning philosophies and values, including:
 - commitment to empowering clients
 - commitment to meeting the needs and upholding the rights of clients
 - community education and capacity building
 - competency and image enhancement as a means of addressing devaluation
 - delivery of person-centred services
 - holistic and client-centred approach
 - practices which focus on the individual person
 - rightful place in community
 - self determination
 - strengths-based support
 - the impact of social devaluation on an individual's quality of life
 - the social model of disability

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate understanding of:
 - the rights and responsibilities of people with disabilities
 - stereotypes that may exist about people with disabilities
 - the impact of own attitudes on working with people with disabilities
- Make informed observations and report appropriately
- Respond to situations of risk or potential risk

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply skills in interpersonal communication with clients and other stakeholders
- Communicate effectively with people with a range of different disabilities
- Recognise and act upon opportunities to enhance sustainability in the workplace

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the particular workplace context

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
 - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Context includes:

- Changing social context of work e.g. consumer centred approach, changing government and societal views, approaches to working with clients
- Economic context e.g. The current economic situation as it relates to and affects people with disabilities and the subsequent impact on client needs
- Facts/myths about disability
- Historical context of work e.g. changing attitudes, changing approaches to working with clients
- Political context e.g. government policies and initiatives
- The relevant statutory framework

RANGE STATEMENT

Stages of human development may relate to:

- Stages of cognitive development
- Stages of physical development
- Stages of psychosocial development

Issues may include:

- Access to services for people with disabilities and their carers
- Family and carer issues
- Grief and loss
- Support in meeting individual needs and personal goals of people with disabilities

Different models for working in the sector may include:

- Advocacy
- Behaviour management
- Business services support
- Case management
- Community access
- Community development and education
- Employment support
- Health promotion
- Home based support
- Lifestyle support
- Peer support/self help
- Residential services
- Respite care
- Working with families

The underpinning values and philosophies of the sector may include:

- A holistic and person-centred approach
- Commitment to empowering clients
- Commitment to meeting the needs and upholding the rights of clients
- Community education
- Delivery of appropriate services

RANGE STATEMENT

Different client requirements may depend upon:

- Type of disability, including:
 - cognitive
 - intellectual
 - physical
 - psychiatric
 - sensory
- Support availability including:
 - education and training
 - employment
 - family
 - financial
 - physical, emotional and behavioural
- Presence of a chronic illness/condition

Policy and legislative requirements include:

- Disability Discrimination Act and associated standards
- Disability Service Standards
- Disability Services Acts (Commonwealth and State)
- Equal employment opportunity principles
- Guardianship Board
- Medical legislation
- Medication regulations
- Nurses Act
- Office of the Public Advocate
- Privacy Act
- Restrictive practices legislation

Commitment to access and equity principles includes:

- A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers
- Client oriented culture
- Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social, developmental, behavioural, emotional and intellectual
- Implementation of person-centred practices

RANGE STATEMENT

Rights include principles expressed in:

- Charters of human rights
- Disability standards
- Freedom from discrimination
- Freedom of information

Rights include:

- Access to complaint mechanisms
- Choice to participate
- Common law
- Confidentiality
- Freedom of association
- Friendship
- Privacy
- To be treated in a dignified, safe and comfortable manner
- To express own feelings

Interests include:

- Accommodation
- Financial
- Recreation
- Services

Appropriate people include:

- Administrators
- Carers
- Colleagues
- Disability services
- Emergency services
- Health care services
- Health workers
- Home and community care services
- Relatives
- Supervisors

RANGE STATEMENT

Behaviours of concern may include but are not limited to:

- Physical aggression to self and/or others
- Problems associated with eating
- Refusal to accept services
- Repetitive actions or questions
- Resistance to personal care
- Sexually inappropriate behaviour
- Sleep disturbances
- Social withdrawal
- Socially inappropriate behaviour
- Verbal disruption
- Wandering or intrusiveness
-

Respond to situations of risk in the context of the work role may include:

- Identifying risks
- Providing information on risks or potential risks
- Risk minimisation
- Strategies for preventing abuse of people with disabilities

Unit Sector(s)

Not Applicable

CHCCS312A Use electronic learning materials

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required to provide basic organisation and support of learning through the use of electronic learning materials

It involves the worker constructing and sustaining support processes to allow for learner engagement and management

Application of the Unit

Application

This unit applies to work in a variety of learning contexts in the community sector

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Prepare learning environment for use of electronic materials | 1.1 Identify and access <i>organisation resources</i> to support learning with electronic materials
1.2 Adapt and accommodate the <i>management of learning programs</i> to the use of electronic materials
1.3 Identify support mechanisms for learners
1.4 Organise access to <i>electronic learning materials</i> according to <i>organisation requirements</i>
1.5 Locate information to deal with potential <i>contingencies</i> |
| 2. Support the use of electronic learning materials | 2.1 Confirm management processes for electronic learning materials with supervisor
2.2 Obtain access to required technology according to individual requirements
2.3 Provide assistance to learners through a range of <i>support processes</i>
2.4 Use a management system to track learner progress in <i>using electronic learning materials</i>
2.5 Maintain records/checklists of learner's progress to identify any learning difficulties |

ELEMENT**PERFORMANCE CRITERIA**

3. Mentor learners' technical competencies to effectively use electronic materials
 - 3.1 Use file management processes to enable the effective use of electronic learning materials
 - 3.2 Use plug-ins, drivers and utility software as required to support learning activities
 - 3.3 Use appropriate *communication technologies* in taking an electronic approach to learning

4. Support the review of the effectiveness of electronic materials
 - 4.1 Obtain feedback from learners on their level of satisfaction with electronic materials using *set criteria*
 - 4.2 Gather feedback from other *stakeholders* on the use of electronic materials within the organisation
 - 4.3 Document identified areas for follow up or improvement and recommended changes in accordance with organisation requirements
 - 4.4 Use feedback to provide reports to management and developers of electronic learning materials

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant legislation that affects organisation operations, especially in regard to occupational health and safety and environmental issues, equal opportunity, anti-discrimination and copyright
- Use of the internet
- Technology requirements for use of electronic learning materials
- Culture of electronic materials use versus classroom based learning
- Barriers to learners successfully using electronic materials
- Integrating use of electronic learning materials into organisation culture and processes

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Support learning using technology
- Use basic computer skills, including use of main programs and software endorsed by the organisation
- Use communication skills to gain feedback from learners and other stakeholders and to request support
- Use literacy skills to document learning outcomes
- Use problem solving for differing hardware/software profiles/hardware malfunctions

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the range Statement, including:
 - access to appropriate workplace and/or simulation of realistic workplace environment for assessment
 - relevant school/centre policy, protocols and procedures
 - electronic learning materials

EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Organisation resources may include:

- Equipment
- Electronic resources such as cds, dvds, memory cards, software, online courses
- Instruction manuals
- Supervisor's instructions

RANGE STATEMENT

Management of learning programs may include:

- Introduction to new work practices
- Introduction to new technology
- Application of new information
- Development and update of existing knowledge and skills
- Development of competencies to access and use information and communication

Electronic learning materials may include:

- Virtual schooling
- Online courses
- Learning objects
- E-learning programs
- Interactive software
- Computer games

Organisation requirements may include:

- Loan schedules
- Mail schedules
- Responsibility for replacement or repairs
- Purchasing requirements
- Materials management processes packaging
- Communication procedures
- Ordering processes

Contingencies may include

- Technological failure
- Inaccurate or irrelevant electronic content
- Difficulty of content within electronic materials
- Insufficient dedicated time available
- Management/business priorities taking precedence
- Differing hardware/software profiles

RANGE STATEMENT

Support processes for learners may include:

- Communication with support staff
- Online tutor/facilitator
- Workplace mentor/coach/buddy
- Technical experts/help desk
- Learning/assessment partners
- Print-based materials
- Off-site learning environment

Communication technologies may include:

- Email
- Teleconferences
- Discussion boards
- File transfer protocol

Set criteria may relate to:

- Content
- Presentation
- Technologies
- Team outcomes
- Personal outcomes
- Organisation outcomes

Stakeholders may include:

- Management
- HR personnel
- Teachers
- Learners/students
- Support services
- Others in workgroups/teams
- Host school

Unit Sector(s)

Not Applicable

SRCCRO008B Interact positively with infants, toddlers and parents in a recreation environment

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Community Recreation Industry Training Package and covers the skills and knowledge to interact with infants, toddlers and their carers in a recreation environment.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Promote infant's and toddler's social development through recreation activities	1.1 Encourage infants and toddlers to initiate and develop contact with others
	1.2 Structure experiences and recreation equipment and toys in a way which promotes cooperation
	1.3 Plan opportunities for social interaction between infants and toddlers with respect to their needs, interests and stage of development
	1.4 Acknowledge and encourage appropriate and effective communication between infants and toddlers
	1.5 Maintain a clean and hygienic environment according to regulations and organisation policy and procedures and resources
2 Create a positive relationship between infants and toddlers and their parents	2.1 Support infant's and toddler's attachment to their parents
	2.2 Assist parents to make constructive separations from their infants or toddlers
	2.3 Support parents in understanding the importance of infant's and toddler's feelings of trust, autonomy and initiative
	2.4 Instructor to respond to different parenting styles when fostering positive relationships between infants and toddlers and their parents
3 Provide guidance to parents participating in recreation programs with infants and toddlers	3.1 Encourage parents to initiate and develop contact with others
	3.2 Explain safety and hygiene requirements to parents
	3.3 Interactions with infants and toddlers establish meaningful routines and create a stable environment
	3.4 Respond promptly to infant's and toddler's signals of distress and encourage parents to do the same

- 3.5 Show **expressions of affection** to both parents and infants and toddlers
- 3.6 Assist parents to deal with infant's and toddler's fearful behaviour
- 3.7 Praise infant's and toddler's attempts to perform recreation skills
- 3.8 Encourage parents to set and reinforce safe and realistic limits for infants and toddlers
- 3.9 Stress to parents the emphasis on the importance of constant supervision of infants and toddlers in and around a recreation **environment**
- 3.1 Allow infants and toddlers to learn recreation skills in an **environment** that is free of shame, intimidation and force
- 3.1 Assist parents to deal with infant's and toddler's egocentric behaviour and their frustration and anger
- 4 **Form a positive relationship with infants and toddlers**
 - 4.1 Developmentally appropriate communication initiated with the infants and toddlers and relevant to the infants and toddlers
 - 4.2 Use key words and cues of meaning to infants and toddlers
 - 4.3 Use language at the infant's or toddler's level

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered

Assessment must confirm the ability integrated demonstration of all elements of competency and their performance criteria, in particular the ability to

- evaluate whether conditions are suitable to commence the session
- communicate effectively with infants, toddlers and parents
- observe participants and recognise when and how intervention should take place to improve relationships
- select toys and equipment appropriate to foster social interaction between infants, toddlers and parents in the recreation environment
- conduct activities and games to develop relationships
- ensure adherence to safety and hygiene policies and procedures
- conduct activities and/or games in accordance with the accepted best practice principles of recreation activities

Interdependent assessment of units

This unit must be assessed after attainment of competency in the following unit(s)

SRCCRO007B Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities

This unit must be assessed in conjunction with the following unit(s)

Nil

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)

SRCAQU013B Collect and analyse information on the philosophy and structure

Required knowledge and skills

of the Australian aquatic industry

Required knowledge

Infant's and toddler's stages of development

Temperament and personality characteristics

Parenting styles

Toys, activities and games to encourage interaction

Relevant equipment and safety requirements, including occupational health and safety and legislative requirements

Hazards to infants and toddlers in a recreation environment

Required skills

Skills used to conduct developmentally appropriate activities and games, eg, movement, voice, etc

Ability to provide explanations and instructions

Communication skills to exchange information with infants, toddlers and parents in the recreation environment

Risk minimisation skills to maintain a safe and hygienic environment

Resource implications

Physical resources - assessment of this competency requires access to

a real or simulated work environment

appropriate documentation and resources normally used in the workplace

a recreation environment

other equipment

suitable participants

rules, policies and regulations of relevant peak bodies and/or employer organizations

Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors

(or persons within the assessment team) must be competent in this unit

be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**

Consistency in performance

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment

Context for assessment

This unit of competency must be assessed in the context of community recreation in Australia. For valid and reliable assessment the community recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace

This unit of competence should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES

Collect, Analyse & Organise	Communicate	Plan & Organise	Work with Others & in	Use Mathematics	Solve Problems	Use Technology
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rganise Information	Ideas&Info rmation	Activities	Teams	al Ideas&Tec hniques
2	2	2	2	- 2 -

These levels do not relate to the Australian Qualifications Framework . They relate to the seven areas of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

- Use routine approaches
- Select from routine approaches
- Establish new approaches

Collecting, analysing and organising

**informatio
n -**

**Communic
ating ideas
and
informatio
n -**

**Planning
and
organising
activities -**

**Working
with teams
and others
-**

**Using
mathemati
cal ideas
and
techniques
-**

**Solving
problems -**

**Using
technology
-**

Please refer
to the
Assessment
Guidelines
for advice
on how to
use the Key
Competenci
es.

Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT

CATEGORIES

Environment

organisational health and safety requirements; safe and appropriate dress; and equipment

appropriate clothing and personal equipment

personal hygiene requirements

safety equipment appropriate to the environment

other recommended safety guidelines are

instructional aids should be inspected before use

sun safety guidelines should be followed

hydration guidelines should be followed

designated recreation area should be inspected before use

access to first aid facilities/equipment

conditions and external influences include

environmental/weather conditions

other facility users

spectators

parents

other instructors/staff

Expressions of affection

[all categories]

smiling

eye contact

voice tone

Parenting styles

[all categories]

	permissive authoritarian authoritative
Recreation equipment and toys	the choice of toys is dependent on the environment and limited only by the instructor's imagination and safety and may include sporting equipment educational toys flotation aids toys that replicate sport and recreation equipment
Resources	[all categories] human resources - a ratio of instructors to participants that allows for maximum participation in a safe environment equipment - a ratio of equipment to participants that allows for maximum participation in a safe environment access to first aid facilities/equipment appropriate facilities to conduct instruction in a safe environment
Stage of development	[all categories] newborn: birth to 6 months baby: 7 - 24 months toddler: 25 - 42 months pre-schooler: 43 - 60 months
Unit Sector(s)	Not applicable.

BSBSUS301A Implement and monitor environmentally sustainable work practices

Modification History

Release	Comments
Release 2	New release of this Unit with <i>version 7.0 of BSB07 Business Services Training Package</i> . Environmental assets italicised and bolded in PC 3.6 AND identified in Range Statement.
Release 1	Initial release of this Unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to effectively analyse the workplace in relation to environmentally sustainable work practices and to implement improvements and monitor their effectiveness.

This unit requires the ability to access industry information, applicable legislative and occupational health and safety (OHS) guidelines.

Application of the Unit

Application of the unit	<p>This unit applies to those with responsibility for a specific area of work or who lead a work group or team. It addresses the knowledge, processes and techniques necessary to implement and monitor environmentally sustainable work practices, including the development of processes and tools, such as:</p> <ul style="list-style-type: none"> • identifying areas for improvement • developing plans to make improvements • implementing and monitoring improvements in environmental performance. <p>A person who demonstrates competence in this unit must be able to provide evidence of the ability to implement and monitor integrated environmental and resource efficiency management policies and procedures within an organisation. Evidence must be strictly relevant to the particular workplace role.</p>
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Licensing/Regulatory Information

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.

Pre-Requisites

Prerequisite units		

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

Elements and Performance Criteria

<p>1. Investigate current practices in relation to resource usage</p>	<p>1.1 Identify environmental regulations applying to the enterprise</p> <p>1.2 Analyse procedures for assessing <i>compliance</i> with environmental/sustainability regulations</p> <p>1.3 Collect information on environmental and resource efficiency systems and procedures, and provide to the work group where appropriate</p> <p>1.4 Collect, analyse and organise information from a range of <i>sources</i> to provide information/advice and tools/resources for improvement opportunities</p> <p>1.5 Measure and document current resource usage of members of the work group</p> <p>1.6 Analyse and document current <i>purchasing strategies</i></p> <p>1.7 Analyse current work processes to access information and data to assist in identifying areas for improvement</p>
<p>2. Set targets for improvements</p>	<p>2.1 Seek input from <i>stakeholders, key personnel and specialists</i></p> <p>2.2 Access external sources of information and data as required</p> <p>2.3 Evaluate alternative solutions to workplace environmental issues</p> <p>2.4 Set efficiency targets</p>
<p>3. Implement performance improvement strategies</p>	<p>3.1 Source and use appropriate <i>techniques and tools</i> to assist in achieving efficiency targets</p> <p>3.2 Apply continuous improvement strategies to own work area of responsibility, including ideas and possible solutions to communicate to the work group and management</p> <p>3.3 Implement and integrate <i>environmental and resource efficiency improvement plans</i> for own work group with other operational activities</p> <p>3.4 Supervise and support team members to identify possible areas for improved practices and resource efficiency in work area</p> <p>3.5 Seek <i>suggestions</i> and ideas about environmental and resource efficiency management from stakeholders and act upon where appropriate</p> <p>3.6 Implement costing strategies to fully utilise <i>environmental assets</i></p>
<p>4. Monitor performance</p>	<p>4.1 Use and/or develop evaluation and monitoring, tools and technology</p> <p>4.2 Document and communicate outcomes to report on efficiency</p>

	<p>targets to key personnel and stakeholders</p> <p>4.3 Evaluate strategies and improvement plans</p> <p>4.4 Set new efficiency targets, and investigate and apply new tools and strategies</p> <p>4.5 Promote successful strategies and reward participants where possible</p>
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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to analyse problems, to devise solutions and to reflect on approaches taken
- change management skills
- communication skills to answer questions, clarify and acknowledge suggestions relating to work requirements and efficiency
- communication/consultation skills to support information flow from stakeholders to the work group
- innovation skills to identify improvements, to apply knowledge about resource use to organisational activities and to develop tools
- literacy skills to comprehend documentation, to interpret environmental and energy efficiency requirements, to create tools to measure and monitor improvements and to report outcomes
- numeracy skills to analyse data on organisational resource consumption and waste product volumes
- planning and organising skills to implement environmental and energy efficiency management policies and procedures relevant to own work area
- problem-solving skills to devise approaches to improved environmental sustainability and to develop alternative approaches as required
- technology skills to operate and shut down equipment; where relevant, to use software systems for recording and filing documentation to measure current usage; and to use word processing and other basic software for interpreting charts, flowcharts, graphs and other visual data and information
- supervisory skills to work effectively with a team.

Required knowledge

- best practice approaches relevant to own area of responsibility and industry
- compliance requirements within work area for all relevant environmental/sustainability legislation, regulations and codes of practice including resource hazards/risks associated with work area, job specifications and procedures
- environmental and energy efficiency issues, systems and procedures specific to industry practice
- external benchmarks and support for particular benchmarks to be used within organisation, including approaches to improving resource use for work area and expected outcomes
- OHS issues and requirements
- organisational structure and reporting channels and procedures
- quality assurance systems relevant to own work area
- strategies to maximise opportunities and to minimise impact relevant to own work area
- supply chain procedures

- terms and conditions of employment including policies and procedures, such as daily tasks, work area responsibilities, employee, supervisor and employer rights, equal opportunity.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • knowledge of relevant compliance requirements within work area • developing plans to make improvements • planning and organising work group activities in relation to measuring current use and devising strategies to improve usage • monitoring resource use and improvements for environmental performance relative to work area and supervision • ensuring appropriate action is taken within work area in relation to environmental/sustainability compliance and potential hazards • implementing new approaches to work area in an effort to resolve and improve environmental and resource efficiency issues and reporting as required.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to a range of environment/sustainability legislation, standards, guidelines and procedural requirements relevant to specific work area, daily responsibilities and supervision • access to a range of information, workplace documentation and resources such as compliance obligations, organisation plans, work supervision and responsibilities • access to reports from other parties involved in the process of identifying and implementing improvements • evidence is relevant to the particular workplace role, including work area, staff, stakeholders, equipment, systems and documentation.

<p>Method of assessment</p>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • response to case studies • review of reports of activities of work group in relation to measuring resource use and developing improvement strategies • review of work plans outlining approaches to improved practices with documented benchmarks • analysis of the way in which advice is sought and suggestions are made about improvements • observation over time and in a range of situations in relation to review of overall work area and staff, to assess and measure resource use, hazards and compliance • review of checklists to identify and assess resource usage at the beginning and end of the unit; reports on meetings around procedures and improvement processes and monitoring within the workplace; lists of environmental hazards/risks or inefficiencies or opportunities for improvements identified in the workplace • analysis of implementation of programs such as a green office program, supply chain program for purchasing sustainable products, or an environmental management framework • oral or written questioning to assess knowledge of environmental and energy efficiency issues, systems and procedures specific to industry practice.
<p>Guidance information for assessment</p>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Compliance</i> may include:	<ul style="list-style-type: none"> • meeting relevant laws, by-laws and regulations or best practice or codes of practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act): <ul style="list-style-type: none"> • international • commonwealth • state/territory • industry • organisation.
<i>Sources</i> may include:	<ul style="list-style-type: none"> • organisation specifications • regulatory sources • relevant stakeholders • resource use.
<i>Purchasing strategies</i> may include:	<ul style="list-style-type: none"> • influencing suppliers to take up environmental sustainability approaches • researching and participating in programs such as a supply chain program to purchase sustainable products.
<i>Stakeholders, key personnel and specialists</i> may include:	<ul style="list-style-type: none"> • individuals and groups both inside and outside the organisation who have direct or indirect interest in the organisation's conduct, actions, products and services, including: <ul style="list-style-type: none"> • customers • employees at all levels of the organisation • government • investors • local community • other organisations • suppliers • key personnel within the organisation, and specialists outside the organisation who may have particular technical expertise.

<p><i>Techniques and tools</i> may include:</p>	<ul style="list-style-type: none"> • examination of invoices from suppliers • examination of relevant information and data • measurements made under different conditions • others as appropriate to the specific industry context.
<p><i>Environmental and resource efficiency improvement plans</i> may include:</p>	<ul style="list-style-type: none"> • addressing environmental and resource sustainability initiatives such as environmental management systems, action plans, green office programs, surveys and audits • applying the waste management hierarchy in the workplace • determining organisation’s most appropriate waste treatment including waste to landfill, recycling, re-use, recoverable resources and wastewater treatment • initiating and/or maintaining appropriate organisational procedures for operational energy consumption, including stationary energy and non-stationary (transport) • preventing and minimising risks, and maximising opportunities such as: <ul style="list-style-type: none"> • improving resource/energy efficiency • reducing emissions of greenhouse gases • reducing use of non-renewable resources • referencing standards, guidelines and approaches such as: <ul style="list-style-type: none"> • ecological footprinting • Energy Efficiency Opportunities Bill 2005 • Global Reporting Initiative • green office program – a cultural change program • green purchasing • Greenhouse Challenge Plus (Australian government initiative) • ISO 14001:1996 Environmental management systems life cycle analyses • product stewardship • supply chain management • sustainability covenants/compacts • triple bottom line reporting.
<p><i>Suggestions</i> may include ideas that help to:</p>	<ul style="list-style-type: none"> • prevent and minimise risks and maximise opportunities such as: <ul style="list-style-type: none"> • usage of solar or renewable energies where

	<p>appropriate</p> <ul style="list-style-type: none"> • reducing emissions of greenhouse gases • reducing use of non-renewable resources • making more efficient use of resources, energy and water • maximising opportunities to re-use, recycle and reclaim materials • identifying strategies to offset or mitigate environmental impacts: <ul style="list-style-type: none"> • purchasing carbon credits • energy conservation • reducing chemical use • reducing material consumption • expressing purchasing power through the selection of suppliers with improved environmental performance e.g. purchasing renewable energy • eliminating the use of hazardous and toxic materials.
<p><i>Environmental assets</i> may include:</p>	<ul style="list-style-type: none"> • assets of the natural environment such as: <ul style="list-style-type: none"> • biological assets (produced or natural) • land • water areas with their ecosystems • subsoil, and • air.

Unit Sector(s)

Unit sector	
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Competency field

Industry Capability – Sustainability

Co-requisite units

Co-requisite units		

Co-requisite units		

BSBINN301A Promote innovation in a team environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to be an effective and pro active member of an innovative team.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies individuals who play a pro active role in demonstrating, encouraging or supporting innovation in a team environment. The individual may be a team participant or a team leader.</p> <p>The team may 'make itself' or be constructed by others. It may have core members and members who participate at certain times or for particular purposes. It may be permanent or temporary, or come together at different times to work on specific projects.</p> <p>The team could consist of a team of contractors/freelancers, permanent staff, clients and service providers, or any combination of these groups. It may operate within an organisation or across several organisations - or simply across a group of individuals.</p> <p>The key focus of the unit is on what makes for an innovative team, what keeps it working well, how the structure of work can make a difference and what skills and knowledge are needed to maximise opportunities for innovation. Where a greater focus on team leadership is required this unit should be combined with units such as BSBLED401A Develop teams and individuals.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Create opportunities to maximise innovation within the team	1.1. Evaluate and reflect on <i>what the team needs and wants to achieve</i> 1.2. Check out <i>information about current or potential team members' work</i> in the context of developing a more innovative team 1.3. Bring people into the team or make suggestions for team members based on what needs to be achieved and the potential for cross-fertilising ideas 1.4. Acknowledge, respect and discuss the <i>different ways that different people may contribute</i> to building or enhancing the team
2. Organise and agree effective ways of working	2.1. Jointly establish <i>ground rules</i> for how the team will operate 2.2. Agree and communicate responsibilities in ways that encourage and reinforce <i>team-based innovation</i> 2.3. Agree and share tasks and activities to ensure the best use of skills and abilities within the team 2.4. Plan and schedule activities to allow time for thinking, challenging and collaboration 2.5. Establish personal reward and stimulation as an integral part of the team's way of working
3. Support and guide colleagues	3.1. Model <i>behaviour that supports innovation</i> 3.2. Seek <i>external stimuli and ideas</i> to feed into team activities 3.3. Pro-actively share information, knowledge and experiences with other team members 3.4. Challenge and test ideas within the team in a positive and collaborative way 3.5. Pro-actively discuss and explore ideas with other team members on an ongoing basis
4. Reflect on how the team is working	4.1. De-brief and reflect on activities and on opportunities for improvement and innovation 4.2. Gather and use feedback from within and outside the team to generate discussion and debate 4.3. Discuss the <i>challenges of being innovative</i> in a constructive and open way 4.4. Take ideas for improvement, build them into future activities and communicate key issues to relevant colleagues 4.5. Identify, promote and celebrate successes and

ELEMENT	PERFORMANCE CRITERIA
	examples of successful innovation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to work collaboratively as part of a team, to provide guidance and support to others, and to participate in open and constructive discussions
- creative thinking skills to generate, explore, test and challenge ideas
- learning skills to stretch boundaries of own knowledge and skills
- literacy skills to analyse a wide range of information from varied sources
- planning and organisational skills to participate in the effective allocation of work in a team context
- problem-solving skills to work constructively to overcome issues and challenges of both a practical and conceptual nature and to make ideas become realities
- self-management skills to take a pro-active team role and to reflect on own performance in modelling and encouraging behaviour that supports innovation.

Required knowledge

- barriers to innovation that can occur within a team and broader barriers that sometimes hinder innovation
- broad concepts of innovation including what innovation is, different types of innovation and the benefits of innovation
- characteristics of teams that are more likely to be innovative and characteristics of broader environments that support and encourage innovation
- different roles that people may play within a team, how this impacts on the way a team works and what it might achieve
- group dynamics in a team.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • active participation in a team where the team takes a pro-active and considered approach to innovation and innovative practice • collaborative and open communication within the team • knowledge and understanding of the internal and external factors that contribute to a team becoming and remaining innovative.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • demonstration of skills as part of a team.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • direct observation of team interactions • evaluation of reports by the candidate or the team (could be oral or written) discussing the ideas, challenges and opportunities associated with teams, and how they can be more innovative • evaluation of feedback from other people in the team about the candidate's communication approaches and abilities • oral or written questioning to assess knowledge of the characteristics of innovative teams, innovation concepts more broadly and the ways in which innovation can be encouraged • review of jointly established 'groundrules' for how the team will operate.
Guidance information for assessment	Innovation does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is highly recommended.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>What the team needs and wants to achieve</i> may relate to:</p>	<ul style="list-style-type: none"> • addressing particular customer feedback • conceiving and implementing a particular project • developing new services or products • generating ongoing ideas within the work unit • improving budgetary performance • improving or changing work conditions • new ideas that impact beyond the workplace (e.g. that have a broader social or community impact)
<p><i>Information about current or potential team members' work</i> may relate to:</p>	<ul style="list-style-type: none"> • interests • lifestyle preferences • past jobs • technical strengths • work preferences • working styles
<p><i>Different ways that different people may contribute</i> may relate to individual strengths around:</p>	<ul style="list-style-type: none"> • creating positive energy within the team • fundamental literacy strengths (e.g. particularly strong in visual literacy, written or spoken communication) • generating ideas • networks or spheres of influence • particular ways of thinking • powers of persuasion • problem-solving capacities • specific technical skills or knowledge
<p><i>Ground rules</i> may relate to:</p>	<ul style="list-style-type: none"> • boundaries or lack of boundaries for team activities and ideas • confidentiality • copyright, moral rights or intellectual property • regularity of communication • key roles and responsibilities • time lines

RANGE STATEMENT	
	<ul style="list-style-type: none"> ways of communicating
<i>Team-based innovation</i> may be encouraged through:	<ul style="list-style-type: none"> accessing training and learning opportunities enough but not too much guidance and structure equitable sharing of workload follow-through with ideas supportive communication
<i>Behaviour that supports innovation</i> may include being:	<ul style="list-style-type: none"> collaborative equitable fair fun hardworking reflective responsible sympathetic
<i>External stimuli and ideas</i> might be from:	<ul style="list-style-type: none"> Australia or overseas colleagues outside of the team family and friends internet journals networks or technical experts other organisations
<i>Challenges of being innovative</i> may relate to:	<ul style="list-style-type: none"> budgetary or other resource constraints competing priorities organisational culture problems with breaking old patterns of behaviour or thinking time pressures

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Creativity and Innovation - Innovation
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Co-requisite units

Co-requisite units		

HLTHIR403C Work effectively with culturally diverse clients and co-workers

Modification History

Not Applicable

Unit Descriptor

Descriptor

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

Application of the Unit

Application

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

The workplace context may be:

- Specific community
- Community or regional service
- Department of a large institution or organisation
- Specialised service or organisation

Application of this unit should be contextualised to reflect any requirements, issues and practices specific to each workplace

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Reflect cultural awareness in <i>work practice</i> | 1.1 Demonstrate awareness of culture as a factor in all human behaviour by using culturally appropriate work practices
1.2 Use work practices that create a culturally and psychologically safe environment for all persons
1.3 Review and modify work practices in consultation with persons from diverse cultural backgrounds |
| 2. Accept <i>cultural diversity</i> as a basis for effective work place and professional relationships | 2.1 Show respect for cultural diversity in all communication and interactions with co-workers, colleagues and clients
2.2 Use specific <i>strategies to eliminate bias and discrimination</i> in the workplace
2.3 Contribute to the development of work place and professional relationships based on acceptance of cultural diversity |

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 3. Communicate effectively with culturally diverse persons | 3.1 Show respect for cultural diversity in all <i>communication</i> with clients, families, staff and others |
| | 3.2 Use communication constructively to develop and maintain effective relationships, mutual trust and confidence |
| | 3.3 Where language barriers exist, make efforts to communicate in the most effective way possible |
| | 3.4 Seek assistance from interpreters or other persons as required |
| | |
| 4. Resolve cross-cultural misunderstandings | 4.1 Identify issues that may cause conflict |
| | 4.2 If difficulties or misunderstandings occur, consider the impact of cultural differences |
| | 4.3 Make an effort to sensitively resolve differences, taking account of cultural considerations |
| | 4.4 Address any difficulties with appropriate people and seek assistance when required |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Availability of resources and assistance within and external to the organisation in relation to cultural diversity issues
- Own cultural conceptions and pre-conceptions and perspective of diverse cultures
- Recognition of cultural diversity in Australian society with many individuals living in

REQUIRED SKILLS AND KNOWLEDGE

many cultures

- Recognition of cultural influences and changing cultural practices in Australia and its impact on diverse communities that make up Australian society
- Recognition of culture as a dynamic social phenomenon
- Recognition of culture as a range of social practices and beliefs evolving over time
- Recognition of impact of cultural practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others
- Recognition of the unique way individuals may experience a culture and respond to past experiences
- Recognition that the word 'normal' is a value-laden, excluding concept that often precludes acknowledgment of the diversity of people, their life experiences and situations
- The principles of equal employment opportunity, sex, race, disability, anti-discrimination and similar legislation and the implications for work and social practices
- The role and use of language and cultural interpreters

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply culturally respectful practices in the workplace and to demonstrate respect and inclusiveness of culturally diverse people in all work practices
- Form effective workplace relationships with co-workers and colleagues of diverse backgrounds and cultures
- Participate in identifying and implementing culturally safe work practices
- Respond respectfully and sensitively to cultural beliefs and practices that may cause harm
- Sensitively and respectfully communicate with persons of diverse backgrounds and cultures
- Use basic conflict resolution and negotiation skills
- Use effective strategies to address and eliminate discrimination and bias in the workplace

Evidence Guide

EVIDENCE GUIDE

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or a simulated workplace environment under the normal range of work conditions
- Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency
- Holistic assessment of this competency unit is encouraged, to ensure application of these skills in conjunction with specific work functions but the unit may be delivered and assessed independently

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Work practices may relate to:*
- Dealing with persons of diverse gender, sexuality and age
 - Compliance with duty of care policies of the organisation
 - Collection and provision of information
 - Communication
 - Provision of assistance
 - Contact with families and carers
 - Physical contact
 - Care of deceased persons
 - Handling personal belongings
 - Provision of food services

Work practices that are culturally appropriate would be non-discriminatory and free of bias, stereotyping, racism and prejudice.

- Cultural diversity may include:*
- Ethnicity
 - Race
 - Language
 - Cultural norms and values
 - Religion
 - Beliefs and customs
 - Kinship and family structure and relationships
 - Personal history and experience, which may have been traumatic
 - Gender and gender relationships
 - Age
 - Disability
 - Sexuality
 - Special needs

RANGE STATEMENT

Communication may be:

- Verbal
- Appropriate gestures and facial and physical expressions
- Posture
- Written
- Signage
- Through an interpreter or other person

Strategies to eliminate bias and discrimination may include:

- Cross cultural work teams
- Cross cultural employee representation on committees
- Workplace free of culturally insensitive literature, posters, signage
- Inclusion in decision-making

Unit Sector(s)

Not Applicable

CHCORG303C Participate effectively in the work environment

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCORG303B Participate effectively in the work environment	CHCORG303C Participate effectively in the work environment	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work effectively as an individual and in work groups to contribute to achievement of organisation objectives

Application of the Unit

Application

The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Contribute to the effective operation of the workgroup

PERFORMANCE CRITERIA

- 1.1 Identify own job responsibilities and their contribution to service delivery
- 1.2 Work within defined job role and responsibilities
- 1.3 Seek assistance and direction and obtain as required
- 1.4 Work in a manner that complements that of others according to policies and rules of workplace practice
- 1.5 Complete activities to standard expected in workplace
- 1.6 Carry out set tasks in a positive and courteous manner
- 1.7 Identify *resources* needed to carry out own work duties
- 1.8 Deal with shortages of resources according to *organisation practices*
- 1.9 Keep work area well organised and safe in accordance with relevant standards/policies

ELEMENT**PERFORMANCE CRITERIA**

2. Review and develop own work performance

2.1 Monitor own work according to requirements for job quality and customer service

2.2 Plan work activities to achieve individual objectives and organisation expectations

2.3 *Report to supervisor* when work requirements are unable to be met

2.4 Clearly communicate to supervisor/appropriate person, *need for additional support* to improve performance

2.5 Report need for training to supervisor, as required

2.6 Undertake training as appropriate

2.7 Take opportunities for support and supervision as required

3. Work cooperatively with others

3.1 Use problem solving when necessary so work is completed according to *organisation policies and practices*

3.2 Demonstrate respect for individual differences of workers in workplace relationships

3.3 Demonstrate understanding and application of the value of cultural differences and diversity when working with others

3.4 Identify and show respect for different roles and responsibilities

3.5 Behave appropriately in the workplace, in a manner likely to promote cooperation

3.6 *Share information with others* in order to complete set activities

3.7 Report conflicts in the workplace to supervisor

ELEMENT

4. Contribute to the development of policies, practices and structures of an organisation

PERFORMANCE CRITERIA

- 4.1 Report concerns regarding administrative policies, practices and procedures to supervisor
- 4.2 Report concerns regarding job responsibilities to supervisor
- 4.3 Provide information, ideas and suggestions to supervisor when requested
- 4.4 Participate in staff meetings/working groups, if required

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Legislation relevant to organisation and work carried out, including work health and safety (WHS) and privacy/confidentiality
- Organisation mission, philosophy, organisation structure, policies and procedures
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Carry out work within own role, responsibilities and organisation objectives in an effective manner
- Interact in a cooperative manner with both individuals and work groups

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - awareness and understanding of effective teams operation
 - time management and work planning
 - basic negotiation
 - effective communication and interpersonal relationship
 - safe and effective use of relevant information technology in line with OHS guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment must include working with both individuals and work groups in the organisation/ service and under the normal range of workplace conditions
- This may include the use of languages other than English and alternative communication systems
- Assessment is recommended to be conducted on more than one occasion or information for assessment gathered over time

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace environment, especially testimonials from colleagues

Related units: This unit should be assessed in conjunction with other compulsory units packaged in a qualification

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The contexts for working with others include:

- Full time, part time, casual employee of a government or non government organisation
- Working within a voluntary capacity for an organisation

Working with others will be carried out within requirements established by:

- Organisation policy and procedures
- Relevant program standards
- State and commonwealth legislation

Organisation requirements/constraints may include:

- Money
- Other resources
- Time

Resources may be:

- Cleaning equipment
- Financial assistance for programs
- Office supplies
- Pamphlets

Organisation practices dealing with shortages of resources may include:

- Ordering more supplies
- Telling a supervisor
- Writing submissions or requests for additional resources

- Report to supervisors may be:*
- Email and electronic transfers
 - Provided in person or by telephone
 - Provided in writing or using workplace forms e.g. Memos, notes
 - Through discussion
- Need for additional support may be communicated:*
- Conveyed in verbal exchanges
 - During meetings
 - In writing according to organisation practices
- Share information with others may be:*
- By note/message/memo
 - Email and electronic transfers
 - In person or by phone
- Organisation policies and practices include those relating to:*
- Equal employment opportunity
 - First aid
 - Grievance resolution
 - Infection control
 - WHS
 - Workplace behaviour
 - Workplace harassment

Unit Sector(s)

Not Applicable

HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the communication and work practice skills and knowledge required to work with Aboriginal and Torres Strait Islander people in the health industry context

It deals specifically with cross-cultural awareness and issues involving working with Aboriginal and Torres Strait Islander individuals, organisations and communities

Application of the Unit

Application

The unit applies equally to those operating in health care policy or program planning, development and evaluation contexts or in direct service delivery contexts

Application of this unit should be contextualised to reflect any requirements, issues and practices specific to each workplace and/or local community

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Reflect an awareness of Aboriginal and Torres Strait Islander history and cultures in work practices

1.1 Acknowledge and respect the impact of *events and issues in Aboriginal and/or Torres Strait Islander history* during service delivery

1.2 Demonstrate knowledge of and respect for the diversity of culture, skin and language groups, family structures, art and religion in Indigenous cultures as part of service delivery

2. Reflect an awareness of own and other cultural realities in work practices

2.1 Identify the potential impact of cultural factors on service delivery to Aboriginal and/or Torres Strait Islander clients

2.2 Address cultural realities in order to facilitate full participation in service delivery by Aboriginal and/or Torres Strait Islander clients and/or co-workers

2.3 Negotiate appropriate *strategies to effectively accommodate cultural differences* in the workplace

2.4 Identify and utilise resources to facilitate effective service delivery in a cross cultural context

2.5 Ensure work practices used in a cross cultural context are grounded in an awareness of one's own culture and the cultural realities of others

ELEMENT

PERFORMANCE CRITERIA

3. Communicate effectively with Aboriginal and Torres Strait Islander people
 - 3.1 Identify communication issues and ensure they are addressed to develop and maintain effective relationships with Aboriginal and/or Torres Strait Islander clients and/or co-workers
 - 3.2 Employ appropriate *communication strategies* to support a culturally safe environment for delivery of health services
 - 3.3 Identify ineffective and/or inappropriate communication strategies and remodel them to support delivery of health services
 - 3.4 Identify and utilise *resources to facilitate effective communication* within the workplace
 - 3.5 Engage the services of Aboriginal and Torres Strait Islander *interpreters*, health workers and colleagues as cultural brokers as required to meet duty of care

4. Reflect cultural safety in workplace and professional relationships
 - 4.1 Ensure workplace and professional relationships are based on mutual respect, tolerance of diversity and a shared understanding of cultural safety
 - 4.2 Identify critical issues influencing workplace and professional relationships with Aboriginal and/or Torres Strait Islander co-workers and clients
 - 4.3 Identify and utilise effective strategies to develop and maintain effective relationships with Aboriginal and/or Torres Strait Islander co-workers and clients as appropriate
 - 4.4 Take responsibility for revisiting strategies to assist in the resolution of any difficulties, differences or misunderstandings that may occur

ELEMENT

5. Work in partnership with Aboriginal and Torres Strait Islander people and communities

PERFORMANCE CRITERIA

- 5.1 Develop and implement strategies to increase participation of Aboriginal and Torres Strait Islander people in health service delivery
- 5.2 Ensure delivery of health care, services and programs reflect culturally safe and appropriate practice
- 5.3 Ensure health care, services and programs encourage self-determination and community control to ensure improved health outcomes
- 5.4 Identify and utilise resources to promote effective partnerships with Aboriginal and/or Torres Strait Islander people, organisations and communities
- 5.5 Support the development of effective partnerships between staff, Aboriginal and Torres Strait Islander people and their communities to facilitate accessibility, affordability, accountability, acceptability of appropriate healthcare and workplace services

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- An understanding of Aboriginal and Torres Strait Islander culture and history, the impact of European settlement, loss of land and culture, the importance of law and kinship
- Appreciation of cultural shock and its impact on health and well being
- Basic understanding and awareness of the differences between cultures, particularly the cultures of Aboriginal and Torres Strait Islander people and others
- Factors which contribute to Aboriginal and Torres Strait Islander ill health and common diseases experienced by these groups of people
- Knowledge of availability of interpreter resources
- Relevant legislation and policies, which may include:
 - codes of practice
 - commonwealth, and/or territory/state legislation
 - community standards and regulations
 - organisation's policies and practices
- Understanding and awareness of the diversity of Aboriginal and Torres Strait Islander cultures
- Understanding and awareness of the social, political and economic issues affecting Aboriginal and Torres Strait Islander people
- Understanding of own culture, western systems and structures and how this impacts on Aboriginal and Torres Strait Islander cultures
- Understanding of past and present power relations and its impact on the workplace and communities
- Understanding of racism and discrimination, and laws pertaining to these issues

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in

REQUIRED SKILLS AND KNOWLEDGE

elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Advocate for anti racism
- Demonstrate respect for a person and their culture
- Form effective relationships with a person from another culture
- Form mutual mentoring arrangements with Aboriginal and/or Torres Strait Islander people
- Participate in developing and implementing strategies for sharing power and facilitating participation, self-determination and self-control by Aboriginal and Torres Strait Islander people and communities
- Participate in identifying and implementing culturally safe work practices
- Reflect on actions and events to make and maintain cross cultural relationships
- Reflect on self and make changes to work in a cross cultural context
- Sensitively and respectfully communicate in a cross cultural context
- Use cultural safety approaches

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit may be assessed both on and off job
- In order to work with local Aboriginal and/or Torres Strait Islander communities, workers must demonstrate an understanding of Aboriginal and/or Torres Strait Islander culture and history, the local community and other communities
- Assessment of this unit is recommended to involve a person who is Aboriginal or Torres Strait Islander or who has worked closely with Aboriginal and/or Torres Strait Islander people and communities
- Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency
- Holistic assessment of this competency unit is encouraged, to ensure application of these skills in conjunction with specific work functions in the health industry but the unit may be delivered and assessed independently

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Products that are required as evidence include:

- Documentation on the development and implementation of strategies employed to address issues identified in relation to:
 - cultural differences
 - workplace communication
 - workplace and professional relationships
 - Aboriginal and Torres Strait Islander participation, self-determination, and community control in relation to health care policies, programs and/or service delivery

Processes that are required as evidence include:

- How opportunities were provided for Aboriginal and Torres Strait Islander participation in the planning, delivery and evaluation of health care policies, programs or services
- Why particular communication strategies and/or work practices were chosen or modified
- How resources were identified and utilised to:
 - facilitate service delivery in a cross cultural context
 - facilitate effective communication within the workplace
 - promote effective partnerships

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Cultural differences may include:

- Interpersonal approach
- Thinking/learning styles
- Expectations
- Responsibilities
- Priority setting
- Experience and working styles
- Gender and kinship differences

Strategies to accommodate cultural differences in the workplace may include:

- Workplace induction program
- General guidelines and standards for approaching specific tasks and issues
- Develop understanding of own culture and history
- Develop awareness of key aspects and impacts of Aboriginal and/or Torres Strait Islander culture and history on current health issues
- Understanding similarities to identify common ground of cultural groups in the workplace
- Contextualising given workplace
- Code of practice at all levels of the organisation

Resources to facilitate effective service delivery in a cross cultural context may include:

- People identified with appropriate cultural knowledge
- Workplace design to accommodate cultural needs
- Workplace policy
- Reference groups

Events and issues in Aboriginal and/or Torres Strait Islander history may include but are not limited to:

- Pre- and post-colonisation history
- Legislation
- Stolen generations
- Deaths in custody
- Health
- Land Rights
- Maralinga
- Mabo
- Religion

RANGE STATEMENT

Communication strategies to ensure safe service delivery may include:

- Common workplace strategies:
 - identify the barriers to effective cross cultural communication and the causes of ineffective cross cultural communication
 - visual/iconic strategies - diagrams, tables, graphs, pictures
 - flow charts, video images
 - use of computer technology and other media
- Strategies for individuals:
 - gestures and non-verbal techniques
 - display of positive regard and respect
 - non-judgemental approaches
 - on going personal/interpersonal skill development
 - forming partnerships with all cultural groups to achieve particular work goals
 - monitoring and reflecting on own actions to ensure cultural values are not imposed on others

Resources to facilitate effective communication may include:

- Resources to support visual and iconic strategies
- Aboriginal and/or Torres Strait Islander Health workers, liaison officers and other colleagues

Interpreters may be:

- Registered
- Other multilingual people not related to the person

Strategies for developing effective relationships may include:

- Negotiation of roles and responsibilities in the workplace
- Development, monitoring and review of culturally safe work practices
- Identification of and consultation with key contact people such as Aboriginal liaison officers
- Display empathy appropriately
- Be flexible
- Develop the capacity to take turns - stand back wait for your turn

RANGE STATEMENT

Strategies to resolve difficulties may include:

- Negotiation of culturally appropriate guidelines
- Identification of appropriate mediators
- Negotiating a workplace code of practice

Strategies to increase participation in health service delivery may include:

- Consultation with community representatives
- Community participation in decision making processes at all levels

Culturally appropriate practices may include:

- Strategies for providing a service for women's and men's health issues
- Allowances made for cultural obligations

Resources to promote effective partnerships may include:

- Formation of appropriate reference groups
- Policy/guidelines - memorandum of understanding
- Two way flow of information and resources

Work practices may include but are not limited to the following functions or be in the following settings:

- Hospital or other facility/services admission, entry and discharge processes
- Referral protocols
- Reception and enquiry services
- Diagnostic services
- Inpatient services
- Non-inpatient and community services
- Screening services
- Health promotion
- Public health
- Non-government or agency
- Urban, rural and remote community settings

RANGE STATEMENT

Factors contributing to Aboriginal and Torres Strait Islander people's ill health include:

- History of European/Aboriginal contact
- Loss of culture, land, identity and Indigenous law
- Loss of family links
- Geographical remoteness
- Lack of relevant and culturally appropriate education
- Lack of meaningful employment or occupation
- Lack of relevant health knowledge
- Food and nutrition
- Smoking
- Alcohol and substance abuse
- Mental stress
- Poor maternal health
- Feelings of isolation and vulnerability and being culturally unsafe
- Violence
- Environmental health factors (housing, sewerage, water supply, hygiene)
- Late presentation, diagnosis and treatment

Culturally appropriate work practices may recognise:

- Food customs
- Kin relationships
- Lifestyle preferences
- Gender
- Language preferences

Unit Sector(s)

Not Applicable

HLTWHS001 Participate in workplace health and safety

Modification History

Release	Comments
Release 1	<p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Updated to incorporate content of unit HLTWHS200A</p> <p>Revised scope of unit to reflect requirements of workers</p> <p>New evidence requirements for assessment</p>

Application

This unit describes the skills and knowledge required for workers to participate in safe work practices to ensure their own health and safety, and that of others.

The unit applies to all workers who require knowledge of workplace health and safety (WHS) to carry out their own work, either under direct supervision or with some individual responsibility.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Follow safe work practices

1.1 Follow workplace policies and procedures for safe work practices

1.2 Identify existing and potential hazards in the workplace, report them to designated persons, and record them according to workplace procedures

- 1.3 Follow workplace emergency procedures
2. Implement safe work practices
 - 2.1 Identify and implement WHS procedures and work instructions
 - 2.2 Identify and report incidents and injuries to designated persons according to workplace procedures
 - 2.3 Take actions to maintain safe housekeeping practices in own work area
3. Contribute to safe work practices in the workplace
 - 3.1 Raise WHS issues with designated persons according to organisational procedures
 - 3.2 Participate in workplace safety meetings, inspections and consultative activities
 - 3.3 Contribute to the development and implementation of safe workplace policies and procedures in own work area
4. Reflect on own safe work practices
 - 4.1 Identify ways to maintain currency of safe work practices in regards to workplace systems, equipment and processes in own work area
 - 4.2 Reflect on own levels of stress and fatigue, and report to designated persons according to workplace procedures

Foundation Skills

The Foundation Skills described those required skills (language, literacy and numeracy) that are essential to performance.

- *Reading* – in order to accurately read and interpret workplace safety policies and procedures including safety signs, dangerous goods classifications and safety instructions

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit

Unit Mapping Information

No equivalent unit.

Links

www.cshisc.com.au - <http://www.cshisc.com.au>

Assessment Requirements for HLTWHS001 Participate in workplace health and safety

Modification History

Release	Comments
Release 1	<p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Updated to incorporate content of unit HLTWHS200A</p> <p>Revised scope of unit to reflect requirements of workers</p> <p>New evidence requirements for assessment</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory WHS regulations, relevant codes of practice and workplace procedures:

contributed to a WHS meeting or inspection in workplace

conducted a workplace risk assessment and recorded the results

consistently applied workplace safety procedures in the day-to-day work activities required by the job role

followed workplace procedures for reporting hazards

followed workplace procedures for a simulated emergency situation.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- state/territory legislation and how it impacts on workplace regulations, codes of practice and industry standards, including:
 - state/territory WHS authorities
 - rights and responsibilities of employers and workers, including duty of care
 - hazardous manual tasks
 - infection control
- safety signs and their meanings, including signs for:
 - dangerous goods classifications
 - emergency equipment
 - personal protective equipment (PPE)
 - specific hazards such as sharps, radiation
- hazard identification, including:
 - definition of a hazard
 - common workplace hazards relevant to the industry setting
 - workplace procedures for hazard identification
 - workplace emergency procedures
 - workplace policies and procedures for WHS

Assessment Conditions

Skills must be demonstrated:

in the workplace

OR

in an environment that provides realistic in-depth industry validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment must ensure use of:

current workplace policies and procedures for WHS

PPE relevant to the workplace and job role of the worker

In addition, assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes from the CS&HISC website - <http://www.cshisc.com.au>

HLTAID004 Provide an emergency first aid response in an education and care setting

Modification History

Not applicable.

Application

This unit of competency describes the skills and knowledge required to provide a first aid response to infants, children and adults.

The unit applies to educators and support staff working within an education and care setting who are required to respond to a first aid emergency, including asthmatic and anaphylactic emergencies.

This unit of competency may contribute towards approved first aid, asthma and anaphylaxis training under the Education and Care Services National Law, and the Education and Care Services National Regulations (2011).

Specific licensing requirements, including requirements for refresher training, should be obtained from the Australian Children's Education and Care Quality Authority (ACECQA) and/or relevant state/territory Work Health and Safety Regulatory Authority.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Respond to an emergency situation

1.1 Recognise an emergency situation

1.2 Identify, assess and minimise immediate hazards to health and safety of self and others

1.3 Assess the casualty and recognise the need for first aid response

1.4 Assess the situation and seek assistance from emergency response services

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes. *Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

2. Apply appropriate emergency first aid procedures

- 2.1 Perform cardiopulmonary resuscitation (CPR)
- 2.2 Provide first aid in accordance with established first aid principles
- 2.3 Ensure casualty feels safe, secure and supported
- 2.4 Obtain consent from casualty, caregiver, registered medical practitioners or medical emergency services where possible
- 2.5 Use available resources and equipment to make the casualty as comfortable as possible
- 2.6 Operate first aid equipment according to manufacturer's instructions
- 2.8 Monitor the casualty's condition and respond in accordance with first aid principles

3. Communicate details of the incident

- 3.1 Accurately convey details of the incident to emergency response services where required
- 3.2 Report details of incident to supervisor
- 3.3 Complete relevant workplace documentation, including incident report form
- 3.4 Complete relevant workplace documentation, including incident report form
- 3.5 Follow workplace procedures to report serious incidents to the regulatory authority
- 3.6 Maintain confidentiality of records and information in line with statutory and/or organisational policies

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes. *Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

4. Reflect on incident and own performance

4.1 Recognise the possible psychological impacts on self, other rescuers and children

4.2 Talk with children about their emotions and responses to events

4.3 Participate in debriefing with supervisor

Foundation Skills

The Foundation Skills described those required skills (language, literacy and numeracy) that are essential to performance.

Oral communication – in order to make an accurate verbal report to supervisor and emergency response services

Written communication – in order to complete a written incident report in line with organisational policies

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

www.cshisc.com.au - <http://www.cshisc.com.au>

Assessment Requirements for HLTAID004 Provide an emergency first aid response in an education and care setting

Modification History

Not applicable.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory regulations, first aid codes of practice, ARC guidelines and workplace procedures:

- located and interpreted workplace policies and procedures
- conducted a hazard assessment and identified strategies to minimise risk
- demonstrated safe manual handling techniques
- assessed airway, breathing and responsiveness of casualty
- performed at least four minutes of uninterrupted CPR on an infant, a child and an adult resuscitation manikin placed on the floor, demonstrating the following techniques on each:
 - checking for response and normal breathing
 - recognising abnormal breathing
 - opening and clearing the airway
 - using correct hand location, compression depth rate in line with the ARC recommended ratio of compressions and ventilations
 - acting in the event of regurgitation or vomiting
 - following single rescuer procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
 - followed prompts of an Automated External Defibrillator (AED)
- conducted a verbal secondary survey
- Applied first aid procedures for the following:
 - allergic reactions
 - anaphylaxis
 - asthma
 - basic wound care
 - severe bleeding
 - burns
 - cardiac arrest
 - choking and airway obstruction
 - convulsions, including febrile convulsions
 - envenomation (using pressure immobilisation)
 - epilepsy and seizures
 - fractures, sprains and strains (using arm slings, roller bandages or other appropriate immobilisation techniques)
 - head injuries
 - poisoning
 - respiratory distress
 - shock
- followed workplace procedures for reporting details of the incident, including:
 - providing an accurate verbal report of the incident
 - completing an incident, injury, trauma and illness record
- responded to at least three simulated first aid scenarios contextualised to the candidate's workplace/community setting, and involving infants and children of varying ages.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- state/territory regulations, first aid codes of practice and workplace procedures including:
 - ARC Guidelines for provision of CPR and first aid to infants, children and adults
 - guidelines from Australian national peak clinical bodies
 - safe work practices to minimise risks and potential hazards
 - first aid requirements for services under the Education and Care Services National Law
 - infection control principles and procedures
 - requirements for currency of skill and knowledge
- legal, workplace and community considerations, including:
 - need for stress-management techniques and available support following an emergency situation, including the psychological impact on children
 - duty of care requirements
 - respectful behaviour towards a casualty
 - own skills and limitations
 - consent, including situations in which parental/caregiver consent is required
 - privacy and confidentiality requirements
 - importance of debriefing
 - considerations when providing first aid including:
 - airway obstruction due to body position
 - appropriate duration and cessation of CPR
 - appropriate use of an AED, including placement of pads for adults and children aged older than 8 years
 - specific considerations when using an AED on children aged between 1 and 8 years, including identification of AED with paediatric capability, paediatric voltage and use of paediatric pads
 - chain of survival
 - standard precautions and infection control
- principles and procedures for application of first aid in the following scenarios:
 - abdominal injuries
 - allergic reactions, including severe reactions
 - anaphylaxis
 - bleeding control
 - burns
 - cardiac conditions
 - choking and airway obstruction
 - cold and crush injuries
 - diabetes
 - dislocations
 - drowning
 - envenomation
 - environmental impact (including hypothermia, hyperthermia, dehydration and heat stroke)
 - epilepsy
 - eye and ear injuries
 - fractures
 - head, neck and spinal injuries

minor skin injuries
needle stick injuries
poisoning and toxic substances
respiratory distress, including asthma and other respiratory conditions
seizures
shock
soft tissue injuries
unconsciousness, abnormal breathing or not breathing
basic anatomy and physiology relating to:
absence of normal breathing
anatomy of the external chest
specific anatomy of infant respiratory systems, including trachea, and implications for provision of CPR
basic anatomical differences between adults and children, and the implications for provision of first aid
normal clinical values for children
physiology relating to response/consciousness
symptoms and triggers of anaphylaxis
symptoms and triggers of asthma
upper airway anatomy and effect of positional change.

Assessment Conditions

Skills must be demonstrated working individually:
in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources must include:

infant, child and adult resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures

first aid equipment including:

roller bandages

triangular bandages

trauma dressings

at least two different types of placebo bronchodilators and a spacer device

emergency rescue blanket

at least two different types of adrenalin auto-injector training device (e.g. EpiPen and AnaPen)

an AED training device

an incident, injury, trauma and illness record, or other appropriate workplace incident report form.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold:

a current advanced first aid certificate

OR

at least three years' experience as a health professional, nurse or emergency services provider.

Links

Companion volumes from the CS&HISC website - <http://www.cshisc.com.au>

CHCCS400C Work within a relevant legal and ethical framework

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS400B Work within a relevant legal and ethical framework	CHCCS400C Work within a relevant legal and ethical framework	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Minor changes to range statement. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work within a legal and ethical framework that supports duty of care requirements

Application of the Unit

Application

This unit is to be assessed in relation to the specific legal and ethical context of the work role/s and requirements to which it applies

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Demonstrate an understanding of legislation and common law relevant to work role

- 1.1 Demonstrate in all work, an understanding of the legal responsibilities and obligations of the work role
- 1.2 Demonstrate *key statutory and regulatory requirements* relevant to the work role
- 1.3 Fulfil duty of care responsibilities in the course of practice
- 1.4 Accept responsibility for own actions
- 1.5 Maintain confidentiality
- 1.6 Where possible, seek the agreement of the client prior to providing services

2. Follow identified policies and practices

- 2.1 Perform work within *identified policies, protocols and procedures*
- 2.2 Contribute to the review and development of policies and protocols as appropriate
- 2.3 Work within position specifications and role responsibilities
- 2.4 Seek clarification when unsure of scope of practice as defined by position description or specific work role requirements
- 2.5 Seek clarification of unclear instructions

ELEMENT**PERFORMANCE CRITERIA**

3. Work ethically

- 3.1 Protect the rights of the client when delivering services
- 3.2 Use effective problem solving techniques when exposed to competing value systems
- 3.3 Ensure services are available to all *clients* regardless of personal values, beliefs, attitudes and culture
- 3.4 Recognise potential ethical issues and ethical dilemmas in the workplace and discuss with an *appropriate person*
- 3.5 Recognise unethical conduct and *report* to an appropriate person
- 3.6 Work within boundaries applicable to work role
- 3.7 Demonstrate effective application of guidelines and legal requirements relating to disclosure and confidentiality
- 3.8 Demonstrate awareness of own personal values and attitudes and take into account to ensure non-judgemental practice
- 3.9 Recognise, avoid and/or address any conflict of interest

4. Recognise and respond when client *rights* and interests are not being protected

- 4.1 Support the client and/or their advocate/s to identify and express their concerns
- 4.2 Refer client and/or their advocate/s to advocacy services if appropriate
- 4.3 Follow identified policy and protocols when managing a complaint
- 4.4 Recognise witnessed signs consistent with financial, physical, emotional, sexual abuse and neglect of the client and report to an appropriate person as required
- 4.5 Recognise and respond to cultural/linguistic religious diversity, for example providing interpreters where necessary

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

It is critical that the candidate demonstrate knowledge of:

- Distinction between ethical and legal problems
- Importance of ethics in practice
- Importance of principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability
- Work health and safety (WHS) requirements
- Outline of common legal issues relevant to the workplace
- Overview of relevant legislation in the sector and jurisdictions
- Principles and practices for upholding the rights of the client
- Principles and practices of confidentiality
- Relevant standards and codes of practice in the sector
- Rights and responsibilities of clients
- Rights and responsibilities of workers
- Specific principles underpinning duty of care and associated legal requirements
- Strategies for addressing common ethical issues
- Strategies for contributing to the review and development of policies and protocols
- Strategies for managing complaints

The candidate must also be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role, such as knowledge of:

- Overview of the legal system
- Principles and practices for upholding the rights of the children and young people
- Principles of ethical decision-making
- Reporting mechanisms for suspected abuse of a client
- Strategies for managing abuse of a client
- Types of abuse experienced by client (including systems abuse)
- Types of law

Essential skills:

REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Demonstrate understanding of and adherence to own work role and responsibilities
- Follow organisation policies, protocols and procedures
- Work within legal and ethical frameworks

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation
- Apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
- Consult with a variety of stakeholders in order to achieve service objectives

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to:
 - An appropriate workplace and/or simulation of realistic workplace setting where assessment can take place
 - Relevant organisation policy, protocols and procedures
- Method of assessment may include:*
- Observation in the workplace
 - Written assignments/projects
 - Case study and scenario analysis
 - Questioning
 - Role play simulation

Range Statement

RANGE STATEMENT

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Clients may include but is not limited to:

- Children and families using children's services
- Children and young people
- Individuals living in government funded services and/or institutions to 'clients'
- Individuals living in residential aged care environments
- Individuals living in residential disability environments
- Individuals living in the community
- Job seekers
- People seeking advice and assistance
- Prospective individuals to the service or services

Contexts of work role may include but is not limited to:

- Work undertaken in:
 - client's own dwelling
 - independent living accommodation
 - residential aged care facilities
 - residential disability facilities
 - community centres
 - children's services centres
 - carer's home
- Work in the context of:
 - community, government or private agency or organisation
 - services delivered as a sole trader
 - providing telephone advice and assistance

RANGE STATEMENT

Identified policies, protocols and procedures refer to:

- Guidelines and practices developed to address legal, ethical and regulatory requirements, including:
 - formal, documented guidelines of an organisation
 - informal practices used by a small organisation or individual owner/operator

Key statutory and regulatory requirements may include those related to:

- Aged care standards
- Building standards
- Care and education of young children
- Child protection and guardianship legislation
- Criminal acts
- Disability standards
- Discrimination and harassment
- Equal employment opportunities
- Freedom of information
- Health records legislation
- International and national standards
- Mental health legislation
- Pharmaceutical benefits
- Poisons and therapeutics
- Privacy legislation
- Public health
- Registration and practice of health professionals
- Residential and community services
- Restrictive practices
- WHS

Report may be, and include:

- Verbal:
 - telephone
 - face-to-face
- Non-verbal (written):
 - progress reports
 - case notes
 - incident reports

RANGE STATEMENT

Rights may include:

- Access to services
- Confidentiality
- Dignity
- Freedom of association
- Informed choice
- Privacy
- Right to express ideas and opinions
- To an agreed standard of care
- To lodge a complaint

Rights are detailed in:

- Accreditation standards
- Industry and organisation codes of conduct, practice and ethics
- Industry and organisation service standards
- International and national charters
- Legislation

Principles of access and equity may include:

- Creation of a client orientated culture
- Non-discriminatory approach to all individuals using or accessing the service
- Respect for individual differences

Appropriate person may include:

- Advocates/family members
- Colleagues
- External agencies (complaints and advocacy services, professional registering authorities, child protection authorities)
- Health professionals
- Law enforcement officers
- Legally appointed guardian
- Member of senior management

Unit Sector(s)

Not Applicable

HLTNA303D Plan and modify meals and menus according to nutrition care plans

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTNA303C Plan and modify meals and menus according to nutrition care plans	HLTNA303D Plan and modify meals and menus according to nutrition care plans	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to develop meals and menus to meet the nutrition requirements of specific client groups

Application of the Unit

Application

This work is undertaken under the direction of a dietitian

Work performed requires a range of well developed skills where some discretion and judgement is required

Individuals will take responsibility for their own outputs and may participate in work teams

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| <p>1. Identify <i>conditions requiring a nutrition care plan</i> most commonly encountered by the client group</p> | <p>1.1 Identify food service systems</p> <p>1.2 Identify the conditions commonly encountered by the client group requiring a nutrition care plan or dietary modification</p> <p>1.3 Identify <i>nutrient imbalance</i> contributing to common lifestyle diseases and disorders</p> <p>1.4 Identify dietary factors associated with common lifestyle diseases/diet related chronic diseases and other nutrition-related conditions, food intolerances, allergies</p> |
| <p>2. Identify the special nutritional and dietary needs of client groups</p> | <p>2.1 Identify special nutritional and dietary needs for conditions encountered by the client group</p> <p>2.2 Report identified dietary and nutrition needs to the dietitian</p> |

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 3. Develop or modify meals and menus to meet the <i>special nutritional and dietary needs</i> of client groups | 3.1 Plan and modify meals and menus to meet the nutritional and dietary needs of the client group, using standard guidelines |
| | 3.2 Assess meals and menus for their suitability for <i>texture modification</i> to meet special nutritional and dietary needs, using standard guidelines |
| | 3.3 Consult with dietitian about the special nutritional and dietary needs of client groups |
| | 3.4 Incorporate sufficient choices of dishes and drinks in to menus for special needs, using standard guidelines |
| 4. Plan meals to meet the <i>nutritional needs of 'at risk' groups</i> | 4.1 Identify <i>groups 'at risk'</i> of nutritional deficiencies |
| | 4.2 Identify the nutritional needs of 'at risk' groups, and note the differences to 'well' population |
| | 4.3 Plan meals to meet the nutritional needs of 'at risk' groups |

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Australian Dietary Guidelines
- Basic cooking methods and equipment
- Basic knowledge of food preparation and food service systems
- Planning and evaluating meals and menus
- Basic principles of nutrition
- Basic principles of nutrition, diet therapy, nutrition supplements and factors that place clients at risk of malnutrition and inadequate hydration
- Common fluid and food restrictions
- Costing (portion size, mathematics) procedures

- Infection control policy and procedures relevant to food service provision
- Work health and safety (WHS) work practices relevant to the specific workplace and in accordance with relevant state/territory/national legislation
- Other relevant dietary guidelines
- Range of menus and menu items
- Requirements of certain menus
- Standardised recipes
- Various cultural requirements in relation to food, relevant to the profile of the community served by the organisation
- Work organisation methods

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Communicate constructively with clients and other staff to ensure best service
- Identify and assist in developing a care plan for particular client groups
- Modify meals and menus according to specific nutritional and dietary needs

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Demonstrate safe food handling practices
- Plan and evaluate meals and menus
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility
- Use numeracy skills that may range from the ability to complete basic arithmetic calculations to the collating to recording of numbers and costing of menus

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistency of performance should be demonstrated over the required range of workplace situations

Concurrent assessment and relationship with other competency units:

This unit can be assessed independently, however it may be assessed in conjunction with:

- HLTNA301B Provide assistance to nutrition and dietetic services
- HLTNA304C Plan meals and menus to meet cultural and religious needs

Context of and specific resources for assessment:

- Assessment should replicate workplace conditions as far as possible
- Simulations may be used to represent workplace conditions as closely as possible
- Resources essential for assessment include:
 - food safety and HACCP procedure manuals
 - manufacturers' manuals and recommendations for equipment
 - food packaging and storage requirements
 - WHS, cultural diversity and other relevant legislation
 - work plan
 - enterprise policy, mission statements, procedures

Method of assessment

- Observation in the work place (if possible)
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning

- Access and equity considerations:*
- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Conditions requiring dietary modification include but are not limited to:

- Acquired brain injury
- Cancer
- Chewing/swallowing difficulties
- Coeliac disease
- Constipation
- Diabetes
- Food allergies and intolerance's
- Gastro-intestinal disorders
- Heart disease
- HIV/AIDS
- Hypertension
- Malnutrition
- Overweight and obesity
- Poor dental health
- Renal disease
- Stroke

Other nutrition-related conditions include, for example:

- Absence of teeth or poorly fitting dentures
- Coeliac disease
- Constipation
- Iron deficiency anaemia
- Poor appetite

Nutrient imbalance may include but is not limited to:

- Food intake patterns
- High fat and/or cholesterol
- Low fibre
- Low Kjs
- Low fluid
- High salt
- High sugar
- Excess kilojoules

RANGE STATEMENT

Special dietary needs include but are not limited to

- Allergy/food intolerance diets (e.g. lactose-free)
- Fluid diets
- Gluten-free
- High energy, high protein
- Modified energy
- Modified fat
- Modified fibre
- Modified protein
- Modified sodium (or more rarely potassium)
- Texture modified

Texture modification may include:

- Food textures:
 - unmodified
 - texture A (soft)
 - texture B (minced and moist)
 - texture C (smooth puree)
- Thickened fluids:
 - unmodified fluids (regular)
 - level 150 (mildly thick)
 - level 400 (moderately thick)
 - level 900 (extremely thick)

Nutritional requirements of 'at risk' client groups may include but are not limited to:

- Specific requirements for common lifestyle related diseases/disorders such as diabetes, heart disease, obesity, hypertension, dental caries, and constipation
- High energy and/or high protein for those with:
 - inadequate dietary intake
 - poor appetite
 - unintentional weight loss
 - increased energy needs due to illness
- Nutritional imbalances such as food intake patterns, high fat and/or cholesterol, low fibre, high salt, high sugar, excess kilojoules

RANGE STATEMENT

'At risk' groups may include but are not limited to:

- Low socio-economic status
- Older persons
- People with disabilities
- Extended care
- Aboriginal and Torres Strait Islander people
- Pregnant women
- Those with acute or chronic diseases/disorders requiring dietary management

Unit Sector(s)

Not Applicable

SISXFAC409 Plan and provide sport, fitness and recreation services

Modification History

The release details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Release	Comments
1	Replaces but is not equivalent to SISXFAC405A Plan and provide sport and recreation services. Competency outcome changed. Additional requirements around assessing profitability, partnerships and reporting to reflect industry best practice.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to determine the sport, fitness and recreation services required by clients and to plan, implement and evaluate the services from a facility management perspective.

Application of the Unit

This unit applies to those who work autonomously in an administrative or organisational capacity in a sport, fitness and recreation environment. This may include facility and administration coordinators supporting the management of ancillary functions required to ensure the effective provision of specific services and programs in locations such as fitness centres, outdoor sporting grounds or complexes, aquatic centres or sporting organisations and associations.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

- | | |
|------------------------------------|--|
| 1. Establish need for the service. | <p>1.1 Undertake research to identify <i>target groups</i> for the <i>services</i> and establish <i>needs</i>.</p> <p>1.2 Determine the type and nature of services that will address the identified needs.</p> <p>1.3 Assess competitors and size of market to confirm if gap in service provision exists.</p> <p>1.4 Identify required approvals according to <i>organisational policies and procedures</i> and <i>relevant legislation</i>.</p> <p>1.5 Identify potential partnerships or alliances.</p> |
| 2. Plan the service provision. | <p>2.1 Establish objectives and evaluation procedures for the service.</p> <p>2.2 Establish and document <i>work plans</i> for the service.</p> <p>2.3 Identify <i>resources</i> and establish <i>budget</i> for the service.</p> <p>2.4 Assess profitability of planned service against organisational criteria and secure funding or budget allocation.</p> <p>2.5 Determine service content and design according to market needs and stakeholder requirements.</p> <p>2.6 Determine promotional plan to appeal to target groups for the service.</p> |
| 3. Implement the service. | <p>3.1 Obtain and allocate resources according to work plan.</p> <p>3.2 Confirm details of partnerships or collaborative arrangements.</p> <p>3.3 Implement work plan according to organisational policies and procedures.</p> <p>3.4 Monitor, review and modify or cancel service in response to <i>new or changing circumstances</i> as required.</p> <p>3.5 Conduct service safely according to stated outcomes and objectives.</p> |
| 4. Evaluate the service. | <p>4.1 Seek <i>feedback</i> on service from service users, stakeholders and staff.</p> <p>4.2 Assess service outcomes against objectives.</p> <p>4.3 Prepare report documenting outcomes against objectives and budget.</p> |

- 4.4 Develop and document recommendations for improvements to future services.
- 4.5 Submit recommendations for improvements to appropriate personnel.
- 4.6 Review own performance and identify potential improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- interpersonal skills to:
 - consult and interact with target groups in the community to elicit information required to determine needs for the service
 - source, interpret and confirm information to inform service planning
 - liaise with appropriate personnel to make suggestions and plan the service
 - seek feedback from service users and staff
 - build relationships with stakeholders
- problem-solving skills to:
 - plan a service according to target group needs
 - assess risk factors
 - modify the service as required
 - assess service outcomes against initial objectives to suggest potential improvements
- planning and organising skills to:
 - source and allocate resources for the service
 - develop and implement a work plan for the service within appropriate timelines
- language and literacy skills to:
 - complete research into user needs
 - produce and document service plans
 - complete documentation in relation to recommendations for improvement
- numeracy skills to develop budgets for service provision and analyse profitability
- self-management skills to review and reflect on own work performance in planning and implementing the service according to participant expectations.

Required knowledge

- legislation to enable:
 - safe and equitable delivery of the service to target groups
 - safe use of equipment and materials
- organisational policies and procedures to enable safe, satisfactory and beneficial outcomes for all participants
- principles of inclusive practices
- reasons for individual participation in sport, fitness and recreation services to ensure this information is included in planning for service
- risk-analysis processes to evaluate the risk and possible impact of planned sport and recreation services
- activity-specific knowledge of planned sport, fitness and recreation services to ensure services match participants' needs
- cost-benefit analysis techniques

- marketing strategies suitable for target groups
- insurance arrangements to suit the service.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- plan and provide services within budgetary constraints that reflect the needs of a range of participants in accordance with organisational policies and procedures
- monitor the provision of services and apply effective contingency-management techniques to deal with a range of new or changing situations that may arise, and make adjustments in response to these changing situations
- evaluate and document the outcomes of the service
- make recommendations on services and reflect on own work performance to identify ways in which service outcomes and benefits to participants can be improved.

Context of and specific resources for assessment

Assessment must ensure:

- planning, implementation and evaluation of multiple sport, fitness or recreation services to allow the individual to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- an environment or facility appropriate to the planning and provision of sport, fitness or recreation services
- target groups with specific needs
- appropriate persons to provide approvals
- resources for the service
- organisational documentation relevant to service provision.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning and implementing a sport fitness or recreation service
- observation of interacting with a range of target groups to establish service needs
- observation of dealing with contingencies, such as changing circumstances in service provision
- oral and or written questioning to assess knowledge of principles of community development practices
- portfolio containing evidence of work plans for sport,

fitness and recreation services and reports on outcomes

- third-party reports from a supervisor detailing appropriate work performed by the individual.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXCCS404A Address client needs.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Target groups may include:

- culturally and linguistically diverse
- age-specific
- disability-specific
- gender-specific.

Services may include:

- major events
- competitions
- educational initiatives
- promotional activities or campaigns
- group or individual programs.

Needs may include:

- cultural
- linguistic
- disability specific.

Organisation policies and procedures may include:

- organisational objectives
- work health and safety
- reporting and accountability
- resource allocation
- emergency procedures.

Relevant legislation may include:

- Occupational Health and Safety (OHS) or Work Health and Safety (WHS)
- equal employment opportunity (EEO)
- privacy
- child protection
- state and territory statutory requirements
- local laws and by-laws
- ordinances and policy.

Work plans may include:

- objectives
- timeframes
- stakeholder requirements
- funding sources and criteria
- administration procedures
- promotion strategies
- risk factors, including:
 - ground and facility risks
 - equipment risks.

Resources may include:

- staff
- equipment
- venues
- industry associations and peak bodies
- external partners
- volunteers
- documentation.

Budget may include:

- setting fees
- income from other sources
- allocating funds.

New or changing circumstances may include:

- participant numbers
- weather
- facility booking falling through
- equipment failure
- emergencies.

Feedback may include:

- qualitative
- quantitative
- evaluation forms and surveys
- financial information.

Unit Sector(s)

Cross-Sector

Competency field

Facility Management

Credit arrangements for CHC Community Services

Modification History

Release	Release Date	Comments
Release 1.1	July 2013	Minor corrections to formatting to improve readability. Corrections to metadata, links and mapping.
Release 1.0	July 2013	<p>CHC Training Package first release.</p> <p>This release meets the National Skills Standards Council's Standards for Training Packages.</p> <p>12 new qualifications</p> <ul style="list-style-type: none"> • CHC30113 Certificate III in Early Childhood Education and Care • CHC40113 Certificate IV in School Age Education and Care • CHC50113 Diploma of Early Childhood Education and Care • CHC50213 Diploma of School Age Education and Care • CHC30213 Certificate III in Education Support • CHC40213 Certificate IV in Education Support • CHC40413 Certificate IV in Youth Work • CHC50413 Diploma of Youth Work • CHC40513 Certificate IV in Youth Justice • CHC50513 Diploma of Youth Justice • CHC40313 Certificate IV in Child, Youth and Family Intervention • CHC50313 Diploma of Child, Youth and Family Intervention <p>7 new skill sets</p> <p>97 new competencies</p> <p>Significant changes to content across all components. addition of new evidence requirements for assessment.</p>

Credit Arrangements

<i>QUALIFICATION CODE</i>	<i>QUALIFICATION TITLE</i>	<i>CREDIT ARRANGEMENT DETAILS</i>
CHC30113	Certificate III in Early Childhood Education and Care	<i>At the time of endorsement of this Training Package no national credit arrangements exist</i>
CHC40113	Certificate IV in School Age Education and Care	<i>At the time of endorsement of this Training Package no national credit arrangements exist</i>
CHC50113	Diploma of Early Childhood Education and Care	<i>At the time of endorsement of this Training Package no national credit arrangements exist</i>
CHC50213	Diploma of School Age Education and Care	<i>At the time of endorsement of this Training Package no national credit arrangements exist</i>
CHC30213	Certificate III in Education Support	<i>At the time of endorsement of this Training Package no national credit arrangements exist</i>
CHC40213	Certificate IV in Education Support	<i>At the time of endorsement of this Training Package no national credit arrangements exist</i>
CHC40413	Certificate IV in Youth Work	<i>At the time of endorsement of this Training Package no national credit arrangements exist</i>
CHC50413	Diploma of Youth Work	<i>At the time of endorsement of this Training Package no national credit arrangements exist</i>
CHC40513	Certificate IV in Youth Justice	<i>At the time of endorsement of this Training Package no national credit arrangements exist</i>
CHC50513	Diploma of Youth Justice	<i>At the time of endorsement of this Training Package no national credit arrangements exist</i>
CHC40313	Certificate IV in Child, Youth and Family Intervention	<i>At the time of endorsement of this Training Package no national credit arrangements exist</i>

CHC50313	Diploma of Child, Youth and Family Intervention	<i>At the time of endorsement of this Training Package no national credit arrangements exist</i>
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Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>

CHCSS00058 Education support work skill set

Modification History

Release	Comments
Release 1.1	Minor changes to formatting to improve readability
Release 1.0	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.

Skill Set Description

This skill set provides a set of skills for commencing work as a teacher's aide in an education support context.

Units

CHCEDS001 Comply with legislative, policy and industrial requirements in the education environment

CHCEDS002 Assist implementation of planned educational programs

CHCEDS003 Contribute to student education in all developmental domains

CHCEDS021 Assist in facilitation of student learning

CHCEDS023 Supervise students outside the classroom

Pathways Information

These units provide credit towards qualifications at Certificate III and IV levels in Education Support.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply at the time of publication.

Skill Set Requirements

This skill set has been endorsed by industry as appropriate for people who hold a relevant Certificate III qualification or higher; or commensurate industry skills as evaluated through recognition of prior learning processes.

Target Group

Application of this skill set is intended for commencing work as a teacher's aide in an education support context.

Suggest words for Statement of Attainment

This skill set meets the industry requirements for commencing work in an education support context.

CHCSS00059 Middle childhood skill set

Modification History

Release	Comments
Release 1.1	Minor changes to formatting to improve readability.
Release 1.0	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.

Skill Set Description

This skill set provides a set of skills for working with school aged children aged 5 to 12 years.

Units

CHCSAC001 Support children to participate in school age care

CHCSAC003 Work collaboratively and respectfully with children in school age care

CHCSAC005 Foster the holistic development and wellbeing of the child in school age care

Pathways Information

These units provide credit towards CHC50213 Diploma of School Age Education and Care.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Skill Set Requirements

This skill set has been endorsed by industry as appropriate for people who hold a Diploma of Early Childhood Education and Care who require skills and knowledge to work with children aged 5 to 12 years.

Target Group

Application of this skill set is intended for educators working with school aged children aged 5 to 12 years.

Suggest words for Statement of Attainment

This skill set meets the industry requirements for education and care with children from 5 to 12 years of age.

CHCSS00060 Early childhood skill set

Modification History

Release	Comments
Release 1.1	Minor changes to formatting to improve readability.
Release 1.0	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.

Skill Set Description

This skill set provides a set of skills for working with babies, toddlers and children.

Units

CHCECE003 Provide care for children

CHCECE005 Provide care for babies and toddlers

CHCECE011 Provide experiences to support children's play and learning

CHCECE017 Foster the holistic development and wellbeing of the child in early childhood

CHCECE023 Analyse information to inform learning

Pathways Information

These units provide credit towards CHC50113 Diploma of Early Childhood Education and Care.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply at the time of publication.

Entry Requirements

This skill set has been endorsed by industry as appropriate for people who hold a Diploma of School Age Education and Care who require skills and knowledge to work with children aged birth to 6 years.

Target Group

Application of this skill set is intended for work with babies, toddlers and children aged birth to 6 years.

Suggest words for Statement of Attainment

This skill set meets the industry requirements for education and care with children from birth to 6 years of age.

CHCSS00061 Family support services work skill set - provide support

Modification History

Release	Comments
Release 1.1	Minor changes to formatting to improve readability.
Release 1.0	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.

Skill Set Description

This skill set provides a set of skills for delivery of family support services.

Units

CHCCOM403A Use targeted communication skills to build relationships
 CHCCS403C Provide brief intervention
 CHCCS422B Respond holistically to client issues and refer appropriately
 CHCPRT002 Support the rights and safety of children and young people

Pathways Information

These units may provide credit towards: Diploma of Children's Contact Services Work; Certificate IV in Child, Youth and Family Intervention (Family Support); Diploma of Family Intake and Support Work; or Certificate IV in Relationship Education.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Skill Set Requirements

This skill set has been endorsed by industry as appropriate for people who hold a qualification in children's services at diploma level or higher or commensurate industry skills as evaluated through recognition of prior learning processes; current recognised first aid skills; and a positive notice issued for a CCY&CG 'Working with Children' check as legislated in Queensland.

Target Group

Application of this skill set is intended for the delivery of family support services.

Suggest words for Statement of Attainment

This skill set meets industry requirements for implementation of family support services.

CHCSS00062 Family support services work skill set - coordination

Modification History

Release	Comments
Release 1.1	Minor changes to formatting to improve readability
Release 1.0	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.

Skill Set Description

This skill set provides a set of skills for coordinating family support services.

Units

CHCCS422B Respond holistically to client issues and refer appropriately
 CHCCOM403A Use targeted communication skills to build relationships
 CHCCS404B Facilitate family intervention strategies
 CHCCS414A Provide education and support on parenting, health and wellbeing

Pathways Information

These units may provide credit towards: Diploma of Children's Contact Services Work; Certificate IV in Child, Youth and Family Intervention (Family Support); Diploma of Family Intake and Support Work; or Certificate IV in Relationship Education.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply at the time of publication.

Skill Set Requirements

This skill set has been endorsed by industry as appropriate for people who hold a qualification in children's services at diploma level or higher or commensurate industry skills as evaluated through recognition of prior learning processes; current recognised first aid skills; and a positive notice issued for a CCY&CG 'Working with Children' check as legislated in Queensland.

Target Group

Application of this skill set is intended for coordinating family support services.

Suggest words for Statement of Attainment

This skill set meets industry requirements for coordination of family support services delivery.

CHCSS00063 Working with families skill set

Modification History

Release	Comments
Release 1.1	Minor changes to formatting to improve readability.
Release 1.0	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.

Skill Set Description

This skill set skills and knowledge required for working with families.

Units

CHCCOM403A Use targeted communication skills to build relationships

CHCORG428A Reflect on and improve own professional practice

CHCYTH011 Work effectively with young people and their families

Pathways Information

These units may provide credit towards a number of community sector qualifications at Certificate IV level or above.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply at the time of publication.

Skill Set Requirements

This skill set has been endorsed by industry as appropriate for people who hold a relevant professional or vocational qualification which enables them to work in a specific area of community services or who have commensurate industry skills as evaluated through recognition of prior learning processes.

Target Group

Application of this skill set is intended for working with families.

Suggest words for Statement of Attainment

This skill set meets industry requirements for working with families within a specific area of community services practice.

CHCSS00065 Workforce Planning Skill Set

Modification History

Release	Comments
Release 1.1	Corrections to metadata and mapping. Equivalent outcome.
Release 1.0	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.

Skill Set Description

This skill set provides a set of skills for undertaking workforce planning across a range of community services and health settings.

Units

CHCCDP403B Analyse and apply education and training information
BSBHRM513A Manage workforce planning

Pathways Information

These units may provide credit towards a number of qualifications at Certificate IV level or above.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply at the time of publication.

Skill Set Requirements

This skill set has been endorsed by industry as appropriate for people who hold a relevant professional or vocational qualification or commensurate industry skills as evaluated through recognition of prior learning processes.

Target Group

Application of this skill set is intended for undertaking workforce planning across a range of community services and health settings.

Suggest words for Statement of Attainment

This skill set meets industry requirements as specified in the CHC Community Services Training Package in workforce planning.

CHCSS00066 Client-oriented service delivery skill set

Modification History

Release	Comments
Release 1	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.

Skill Set Description

CHCCOM403A Use targeted communication skills to build relationships
 CHCORG423C Maintain quality service delivery
 CHCCS314B Deliver services to meet personal needs of clients
 CHCICS304B Work effectively with carers

Pathways Information

These units provide credit towards a range of qualifications at Certificate III and Certificate IV.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Not applicable.

Target Group

This skill set has been endorsed by industry as appropriate for people, employed as support or care workers, who provide direct client care in a range of contexts, including aged care, home and community care and disability.

It provides a set of skills for engaging in direct client care work in sectors undergoing significant reform.

Suggest words for Statement of Attainment

This skill set meets the industry requirements for direct client care work in the aged care, home and community care, and disability industries.