Australian Government

CHC08 Community Services Training Package

Release: 4.1

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CONTENTS

Modification History

Version modification history

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

Version	Release Date	Comments
4.1	31 October 2012	Addition of skill set: • Workforce Planning Skill Set •
4	7 May 2012	Addition of qualification: • CHC42912 - Certificate IV in Mental Health Peer Work Addition of skill sets: • Assessment, carer support and respite coordination skill set (community services) • Management Skill Set - promote and establish a Mental Health Peer Workforce • Mediation skill set • Mental Health Peer Leadership Skill Set Addition of units: • New mental health units for mental health peer work: • CHCPW401A Apply peer work practices in the mental health sector • CHCPW402A Contribute to continuous improvement of services for consumers and carers • CHCPW403A Apply lived experience in mental health peer work • CHCPW404A Work effectively in trauma informed care • CHCPW405A Promote and facilitate self advocacy • CHCPW406A Work effectively in consumer mental health peer work • CHCPW407A Support self-directed physical health and wellbeing

Version	Release Date	Comments
		• CHCPW408A Work effectively in carer mental health peer work • CHCPW601A Establish and maintain mental health peer work • New respite units for respite coordination: • CHCRCP401A Use telephone communication skills to assess caller's needs • CHCRCP402A Conduct assessment of carer's needs • CHCRCP403A Support carers to access information and services Amended qualifications • New elective grouping for Assessment, carer support and respite coordination added to CHC42512 Certificate IV in Community Services (Information, advice and referral) • Updated core unit HLTFA311A Apply first aid in the following qualifications • CHC30712 Certificate III in Children's Services • CHC41212 Certificate IV in Children's Services (Outside school hours care) • Updated core WHS units in the following qualifications (note: equivalent vocational outcome) • CHC10212 Certificate I in Active Volunteering • CHC20112 Certificate II in Community Services • CHC20212 Certificate II in Active Volunteering • CHC30112 Certificate III in Community Services Work • CHC30212 Certificate III in Aged Care • CHC30312 Certificate III in Home and Community Care • CHC30512 Certificate III in Social Housing • CHC30612 Certificate III in Active Volunteering • CHC30812 Certificate III in Education Support • CHC30912 Certificate III in Employment Services • CHC42812 Certificate IV in Community Services (Development and/or Humanitarian Assistance) • CHC40212 Certificate IV in Home and Community Care

Version	Release Date	Comments
		• CHC40312 Certificate IV in Disability
		• CHC40412 Certificate IV in Alcohol and Other Drugs
		• CHC40512 Certificate IV in Mental Health
		• CHC40912 Certificate IV in Social Housing
		• CHC41012 Certificate IV in Community Services Advocacy
		• CHC41112 Certificate IV in Pastoral Care
		• CHC41612 Certificate IV in Child, Youth and Family Intervention (Family support)
		• CHC41412 Certificate IV in Child, Youth and Family Intervention (Residential and out of home care)
		• CHC41512 Certificate IV in Child, Youth and Family Intervention (Child protection)
		• CHC41712 Certificate IV in Education Support
		• CHC41812 Certificate IV in Youth Work
		• CHC41912 Certificate IV in Youth Justice
		• CHC42012 Certificate IV in Employment Services
		• CHC42112 Certificate IV in Career Development
		• CHC42212 Certificate IV in Telephone Counselling Skills
		• CHC42312 Certificate IV in Mediation
		• CHC42412 Certificate IV in Relationship Education
		• CHC42712 Certificate IV in Volunteer Program Coordination
		• CHC50212 Diploma of Community Services (Alcohol and other drugs)
		• CHC50312 Diploma of Community Services (Mental health)
		• CHC50412 Diploma of Community Services (Alcohol, other drugs and mental health)
		• CHC50512 Diploma of Leisure and Health
		• CHC50612 Diploma of Community Services Work
		• CHC50812 Diploma of Social Housing
		• CHC51512 Diploma of Youth Justice
		• CHC51612 Diploma of Employment Services
		• CHC51712 Diploma of Counselling
		• CHC51812 Diploma of Family Intake and

Version	Release Date	Comments
		Support Work • CHC51912 Diploma of Relationship Education • CHC52212 Diploma of Community Services Coordination • CHC52312 Diploma of Community Services (Development and/or Humanitarian Assistance) • CHC60112 Advanced Diploma of Disability • CHC60312 Advanced Diploma of Community Sector Management Amended units of competency • Changes to address new national Work Health and Safety (WHS) Bill and updated legislation. The following work health and safety unit replaces the existing OHS unit: • CHCWHS312A Follow WHS safety procedures for direct care work • Replaced OHS unit: • CHSOHS312B Follow safety procedures for direct care work ISC upgrade changes, including: • Updated wording of entry requirements in the following qualifications: • CHC50212 Diploma of Community Services (Alcohol and other drugs) • CHC50312 Diploma of Community Services (Mental health) • CHC50412 Diploma of Community Services (Alcohol, other drugs and mental health) • CHC51108 Diploma of Children's Contact Services Work • CHC60112 Advanced Diploma of Disability • CHC70108 Vocational Graduate Certificate in Community Services Practice (Statutory Child Protection) • CHC70208 Vocational Graduate Certificate in Community Services Practice (Client Assessment and Management) • CHC70308 Vocational Graduate Certificate in Career Development Practice

Version	Release Date	Comments
		- CHC80108 Vocational Graduate Diploma of Community Services Management - CHC80208 Vocational Graduate Diploma of Relationship Counselling - CHC80308 Vocational Graduate Diploma of Family Dispute Resolution - Updated occupational title of 'child care worker' to 'childhood educator' and 'early childhood educator' in the following qualifications: - CHC30712 Certificate III in Children's Service - CHC41712 Certificate IV in Education Support - CHC50908 Diploma of Children's Services (Early childhood education and care) - CHC51308 Diploma of Education Support - Addition of unit CHCMH411A as Group B elective to CHC40412 Certificate IV in Alcohol and Other Drugs - Changes to Range Statement (stakeholder feedback): - CHCAOD408B Assess needs of clients with alcohol and/or other drugs issues - Changes to Essential Knowledge, Essential Skills and Range Statement (stakeholder feedback): - CHCAD504B Provide advocacy and representation services - CHCAD603B Provide systems advocacy services - Changes to terminology and formatting across multiple units of competency, including: - Updated terminology 'challenging/difficult behaviour' to 'behaviours of concern' (stakeholder feedback) - References to old OHS legislation replaced with references to new WHS legislation - Essential Knowledge, Essential Skills and Range Statement arranged alphabetically - Updated unit descriptors and range statements to be in line with elements/pc - Unit codes updated across all qualifications - Imported first aid units updated across all qualifications - Imported units updated across all qualifications - Formatting and grammatical corrections

Version	Release Date	Comments
3	25 March 2011	Changes to address NQC requirements to: • Use consistent terminology in all Training Packages • Changes made to all qualifications • Include a minimum number of electives: • Changes made to the structure of the following: • CHC50508 Diploma of Leisure and Health • CHC10208 Certificate I in Active Volunteering • CHC42810 Certificate IV in Community Services (Development and Humanitarian Assistance) • CHC52310 Diploma of Community Services (Development and Humanitarian Assistance) • CHC42108 Certificate IV in Career Development • CHC31008 Certificate III in Telephone Counselling
3 (contd)	25 March 2011 (contd)	Changes to address NQC requirements to: • Include a minimum number of electives (*cont'd*): • Changes made to the structure of the following: • CHC42208 Certificate IV in Telephone Counselling • CHC42308 Certificate IV in Mediation • CHC51908 Diploma of Relationship Education • CHC52008 Diploma of Community Services (Case Management) • CHC52108 Diploma of Community Services (Financial Counselling) • CHC60308 Advanced Diploma of Community Sector Management • CHC40108 Certificate IV in Aged Care • CHC10108 Certificate I in Work Preparation (Community Services) • Allow a broader choice of electives: • Changes made to wording in packaging rules of all qualifications except the following: • CHC30708 Certificate III in Children's Services • CHC40208 Certificate IV in Children's Services (Outside Hours School Care) • CHC50908 Diploma of Children's Services (Early Childhood Education Care)

Version	Release Date	Comments
		• CHC51008 Diploma of Children's Services(Outside Hours School Care)
		• CHC60208 Advanced Diploma of Children's Services
		• CHC30208 Certificate III in Aged Care
		• CHC60108 Advanced Diploma of Disability
		• CHC50208 Diploma of Community Services (Alcohol and other drugs)
		• CHC50308 Diploma of Community Services (Mental health)
		• CHC50408 Diploma of Community Services (Alcohol, other drugs and mental health)
		• CHC51708 Diploma of Counselling
		ISC upgrade changes, including:
		• Correction of typographical and simple errors
		• Embedding of skills for sustainability in units and across all qualifications as identified in audit report
		• Minor changes to skill sets
		• Additional electives listed in a range of qualifications
		continued…
3 (contd)	25 March 2011 (contd)	Updating of imported units across all qualifications including:
		• New unit BSBFLM301C Contribute to team effectiveness in CHC30708 Certificate III in Children's Services
		Changes to units of competency to address stakeholder feedback:
		• CHCOHS312A Follow safety procedures for direct care work
		• Revised wording in Essential Knowledge on relationship between OHS and sustainability
		• Minor change made to units below to include reference to personal safety of self and others – unit codes and names changed due to minor change in competency outcome
		• CHCEDS310A Support learning for students with disabilities changed to CHCEDS330A Support

Version	Release Date	Comments
		learning for students with disabilities in a classroom environment • CHCEDS311A Contribute to the safety and health of students changed to CHCEDS331A Contribute to the health and safety of students • CHCEDS315B Support learning for students with additional needs in the classroom changed to CHCEDS335A Support learning for students with additional needs in the classroom environment • CHCEDS414A Support students with autism spectrum disorder changed to CHCEDS434A Provide support to students with autism spectrum disorder • CHCEDS504A Support the development and implementation of responsible behaviour changed to CHCEDS514A Support learning and implementation of responsible behaviour Changes to qualifications to address stakeholder feedback: • CHC52208 Diploma of Community Services Coordination • Remove limit on number of units able to be imported as electives • CHC30208 Certificate III in Aged Care • Addition of occupational titles • CHC40108 Certificate IV in Aged Care • Addition of occupational titles • CHC52008 Diploma of Community Services (Case Management) • Addition of occupational titles *continued…*
3 (contd)	25 March 2011 (contd)	New units in oral health care incorporated as electives in relevant qualifications, including: • CHCOHC303A Use basic oral health screening tools • CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health • CHCOHC402A Support clients and groups to learn practical aspects of oral health care

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Version	Release Date	Comments
		• CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues • CHCOHC406A Provide or assist with oral hygiene • CHCOHC407A Apply and manage use of basic oral health products New units with literacy and numeracy focus incorporated as electives in relevant qualifications, including: • CHCCS427A Facilitate adult learning and development • CHCLLN401A Support adult language and literacy learning and development • CHCLLN402A Support adult numeracy learning and development • CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively New unit in mental health for non mental health workers as elective in relevant qualifications, including: • CHCMH411A Work with people with mental health issues New skill sets incorporated including: • Oral health care skill set – personal client support (community services) • Oral health care skill set – to work with Aboriginal and/or Torres Strait Islander people • Oral health care skill set – to work with aged care clients • Oral health care skill set – to work with children's services • Oral health care skill set – to work with people with disability • Oral health information skill set New skill sets primarily for voluntary workers not needing previous qualification • Literacy and numeracy tutor skill set • Literacy tutor skill set • Numeracy tutor skill set • Oral health care skill set for carers and volunteer

Version	Release Date	Comments
		care workers
2.1	30 June 2010	ISC-Upgrade changes to the following 'high use' qualifications to meet new NQC packaging rule requirements: • CHC20108 Certificate II in Community Services • CHC30108 Certificate III in Community Services Work • CHC30308 Certificate III in Home and Community Care • CHC30408 Certificate III in Disability • CHC30708 Certificate III in Children's Services • CHC40308 Certificate IV in Disability • CHC40408 Certificate IV in Alcohol and Other Drugs • CHC40508 Certificate IV in Mental Health • CHC40608 Certificate IV in Leisure and Health • CHC40708 Certificate IV in Community Services Work • CHC41508 Certificate IV in Child, Youth and Family Intervention (Child Protection) • CHC41808 Certificate IV in Youth Work • CHC41908 Certificate IV in Youth Justice • CHC50108 Diploma of Disability • CHC50608 Diploma of Community Services Work • CHC50908 Diploma of Children's Services (Early childhood education and care) • CHC51408 Diploma of Youth Work Changes to these qualifications include: • Changes in terminology to ensure consistency throughout all Training Packages • Increasing flexibility by allowing broader choice of elective units
2	June 2010	Addition of qualifications: • CHC42810 Certificate IV in Community Services (Development and/or Humanitarian Assistance) • CHC52310 Diploma of Community Services (Development and/or Humanitarian Assistance) Addition of units of competency • CHCDHA401A Work effectively in the

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Version	Release Date	Comments
		development and/or humanitarian assistance sector
		• CHCDHA402A Maintain wellbeing in a field environment
		• CHCDHA403A Apply knowledge of humanitarian assistance project work
		• CHCDHA404A Develop and maintain positive relationships with key stakeholders
		• CHCDHA405A Apply knowledge of development program work
		• CHCDHA406A Secure development and/or humanitarian assistance funding
		• CHCDHA407A Address financial requirements of single donor in development and/or humanitarian assistance
		• CHCDHA408A Manage cash in development and/or humanitarian assistance contexts
		• CHCDHA409A Close out financial operations in development and/or humanitarian assistance contexts
		• CHCDHA410A Adapt and apply technical knowledge in a development context
		• CHCDHA411A Conduct a rapid assessment in a humanitarian assistance context
		• CHCDHA412A Use a capacity building approach in development work
		• CHCDHA413A Prepare transition plans in a development and/or humanitarian assistance context
		• CHCDHA501A Manage work in the development and/or humanitarian assistance sector
		• CHCDHA502A Manage humanitarian assistance operations
		• CHCDHA503A Design, monitor and evaluate development and/or humanitarian assistance programs
		• CHCDHA504A Manage complex funding arrangements in development and/or humanitarian assistance
		• CHCDHA505A Develop and manage implementation plans
		continued ...

Version	Release Date	Comments
2	June 2010	Other ISC upgrade changes, including: • Correction of typographical errors • Packaging Rules of CHC51308 Diploma of Education Support amended to read '13 units must be selected for this qualification including: 7 core units, 6 elective units' • Unit name amended in Summary Mapping to read 'CHCCN301A Ensure the health and safety of children' • Addition to listed electives • Certificate IV qualifications in Child, Youth and Family Intervention unit descriptor amended by deleting 'This qualification currently has no career pathway in Victoria'
1.1	December 2008	Amendment to Volume 1 – addition of column to Summary Mapping table Amendment to Volume 2 – changes to wording of skill set target group
1	December 2008	CHC08 Community Services Training Package

Imprint

CHC08 Community Services Training Package

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Preliminary Information

Important note to users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

Check the version number before commencing training or assessment
This Training Package is Version 4.1 CHC08 – check whether this is the latest version by going to the Training.Gov.Au (www.training.gov.au) and locating information about the Training Package. Alternatively, contact Community Services and Health Industry Skills Council (www.cshisc.com.au) to confirm the latest version number.

Explanation of version number conventions
The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Package's national code (which remains the same during its period of endorsement).

Explanation of the review date
The review date (shown on the title page and in the footer of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed or replaced.

Summary of AQF qualifications in CHC08 Community Services Training Package

Qualification Code	Qualification Title
Pathway qualifications	
CHC10108	Certificate I in Work Preparation (Community services)
CHC20112	Certificate II in Community Services
CHC30112	Certificate III in Community Services Work
Individual client support work	
CHC30212	Certificate III in Aged Care
CHC40108	Certificate IV in Aged Care
CHC30312	Certificate III in Home and Community Care
CHC40212	Certificate IV in Home and Community Care
CHC30408	Certificate III in Disability
CHC40312	Certificate IV in Disability
CHC50108	Diploma of Disability
CHC60112	Advanced Diploma of Disability Work
CHC40412	Certificate IV in Alcohol and Other Drugs
CHC40512	Certificate IV in Mental Health
CHC42912	Certificate IV in Mental Health Peer Work
CHC50212	Diploma of Community Services (Alcohol and other drugs)
CHC50312	Diploma of Community Services (Mental health)
CHC50412	Diploma of Community Services (Alcohol, other drugs and mental health)
CHC40608	Certificate IV in Leisure and Health
CHC50512	Diploma of Leisure and Health
Community services and development work	

Qualification Code	Qualification Title
CHC40708	Certificate IV in Community Services Work
CHC50612	Diploma of Community Services Work
CHC40808	Certificate IV in Community Development
CHC50708	Diploma of Community Development
CHC30512	Certificate III in Social Housing
CHC40912	Certificate IV in Social Housing
CHC50812	Diploma of Social Housing
CHC41012	Certificate IV in Community Services Advocacy
CHC10212	Certificate I in Active Volunteering
CHC20212	Certificate II in Active Volunteering
CHC30612	Certificate III in Active Volunteering
CHC41112	Certificate IV in Pastoral Care
CHC42812	Certificate IV in Community Services (Development and/or Humanitarian Assistance)
CHC52312	Diploma of Community Services (Development and/or Humanitarian Assistance)
Children's and youth services work	
CHC30712	Certificate III in Children's Services
CHC41212	Certificate IV in Children's Services (Outside school hours care)
CHC50908	Diploma of Children's Services (Early childhood education and care)
CHC51008	Diploma of Children's Services (Outside school hours care)
CHC60208	Advanced Diploma of Children's Services
CHC41308	Certificate IV in Children's Contact Services Work
CHC51108	Diploma of Children's Contact Services Work

Qualification Code	Qualification Title
CHC41412	Certificate IV in Child, Youth and Family Intervention (Residential and out of home care)
CHC41512	Certificate IV in Child, Youth and Family Intervention (Child protection)
CHC41612	Certificate IV in Child, Youth and Family Intervention (Family support)
CHC51208	Diploma of Child, Youth and Family Intervention
CHC30812	Certificate III in Education Support
CHC41712	Certificate IV in Education Support
CHC51308	Diploma of Education Support
CHC41812	Certificate IV in Youth Work
CHC51408	Diploma of Youth Work
CHC41912	Certificate IV in Youth Justice
CHC51512	Diploma of Youth Justice
Client services	
CHC30912	Certificate III in Employment Services
CHC42012	Certificate IV in Employment Services
CHC42112	Certificate IV in Career Development
CHC51612	Diploma of Employment Services
CHC31008	Certificate III in Telephone Counselling Skills
CHC42212	Certificate IV in Telephone Counselling Skills
CHC42312	Certificate IV in Mediation
CHC51712	Diploma of Counselling
CHC51812	Diploma of Family Intake and Support Work
CHC42412	Certificate IV in Relationship Education
CHC51912	Diploma of Relationship Education

Qualification Code	Qualification Title
CHC42512	Certificate IV in Community Services (Information, advice and referral)
CHC42608	Certificate IV in Celebrancy
CHC52008	Diploma of Community Services (Case management)
CHC52108	Diploma of Community Services (Financial counselling)
Community sector coordination/management work	
CHC42712	Certificate IV in Volunteer Program Coordination
CHC52212	Diploma of Community Services Coordination
CHC60312	Advanced Diploma of Community Sector Management
CHC80108	Vocational Graduate Diploma of Community Sector Management
Advanced practice work	
CHC70108	Vocational Graduate Certificate in Community Services Practice (Statutory child protection)
CHC70208	Vocational Graduate Certificate in Community Services Practice (Client assessment and case management)
CHC70308	Vocational Graduate Certificate in Career Development Practice
CHC80208	Vocational Graduate Diploma of Relationship Counselling
CHC80308	Vocational Graduate Diploma of Family Dispute Resolution

Summary of units of competency in CHC08 Community Services Training Package and their pre-requisite requirements

Unit Code	Unit Title	Pre-requisites
CHCAC316D	Provide food services	Nil
CHCAC317A	Support older people to maintain their independence	Nil
CHCAC318B	Work effectively with older people	Nil

Unit Code	Unit Title	Pre-requisites
CHCAC319A	Provide support to people living with dementia	Nil
CHCAC410B	Collect technical data to support client health care plan	HLTAP301B
CHCAC412B	Provide services to older people with complex needs	CHCAC318B
CHCAC416A	Facilitate support responsive to the specific nature of dementia	Nil
CHCAC417A	Implement interventions with older people at risk of falls	Nil
CHCAC507E	Plan and monitor service delivery plans	Nil
CHCAD401D	Advocate for clients	Nil
CHCAD402D	Support the interests, rights and needs of clients within duty of care requirements	Nil
CHCAD504B	Provide advocacy and representation services	Nil
CHCAD505A	Represent clients in court	CHCLEG411A
CHCAD506A	Represent the organisation in a court or tribunal	Nil
CHCAD603B	Provide systems advocacy services	Nil
CHCADMIN201D	Undertake basic administrative duties	Nil
CHCADMIN302D	Provide administrative support	Nil
CHCADMIN305F	Work within the administration protocols of the organisation	Nil
CHCADMIN403D	Undertake administrative work	Nil
CHCADMIN508B	Manage limited budgets and financial accountabilities	Nil
CHCADMIN604B	Manage the finances, accounts and resources of an organisation	Nil

Unit Code	Unit Title	Pre-requisites
CHCAL307A	Comply with family day care administration requirements	Nil
CHCAL523D	Manage home based care administration requirements	Nil
CHCAOD201D	Prepare for alcohol and other drugs work	Nil
CHCAOD402B	Work effectively in the alcohol and other drugs sector	Nil
CHCAOD406E	Work with clients who are intoxicated	Nil
CHCAOD407E	Provide needle and syringe services	Nil
CHCAOD408B	Assess needs of clients with alcohol and/or other drugs issues	Nil
CHCAOD409E	Provide alcohol and/or other drug withdrawal services	Nil
CHCAOD411A	Provide interventions for people with alcohol and/or other drug issues	Nil
CHCAOD510B	Work effectively with clients with complex alcohol and/or other drugs issues	Nil
CHCAOD511C	Provide advanced interventions to meet the needs of clients with alcohol and/or other drug issues	Nil
CHCAOD512B	Develop and implement a behaviour response plan	Nil
CHCAOD513A	Provide relapse prevention strategies	Nil
CHCCAR501C	Conduct career guidance interview	Nil
CHCCD307D	Support community resources	Nil
CHCCD401E	Support community participation	Nil
CHCCD402B	Develop and provide community education projects	Nil
CHCCD404E	Develop and implement community programs	Nil

Unit Code	Unit Title	Pre-requisites
CHCCD412B	Work within a community development framework	Nil
CHCCD413E	Work within specific communities	Nil
CHCCD420B	Work to empower Aboriginal and/or Torres Strait Islander communities	Nil
CHCCD505E	Develop community resources	Nil
CHCCD508D	Support community action	Nil
CHCCD509C	Support community leadership	Nil
CHCCD514B	Implement community development strategies	Nil
CHCCD515B	Communicate effectively within a community development context	Nil
CHCCD516B	Work within organisation and government structures to enable community development outcomes	Nil
CHCCD606C	Establish and develop community organisations	Nil
CHCCD615A	Develop and implement community development strategies	Nil
CHCCD618B	Facilitate the development of community capacity to manage place	Nil
CHCCD619B	Establish and maintain community, government and business partnerships	Nil
CHCCD620B	Develop and implement a community renewal plan	Nil
CHCCDP401B	Deliver service consistent with a career development framework	Nil
CHCCDP402B	Assist clients to plan and access career pathways	Nil
CHCCDP403B	Analyse and apply education and training information	Nil

Unit Code	Unit Title	Pre-requisites
CHCCDP501B	Liaise with employers to promote flexible work arrangements	Nil
CHCCDP701A	Manage quality in career development practice	Nil
CHCCED311A	Provide sexual and reproductive health information to clients	Nil
CHCCED511A	Develop, implement and review sexual and reproductive health education programs	Nil
CHCCEL401C	Work effectively in a celebrancy role	Nil
CHCCEL402A	Establish and maintain knowledge of legal responsibilities of a marriage celebrant	CHCCEL401C
CHCCEL403A	Develop an effective relationship with a marrying couple	CHCCEL402A
CHCCEL404A	Plan a marriage ceremony in line with legal requirements	CHCCEL402A
CHCCEL405A	Conduct and review a marriage ceremony in line with legal requirements	CHCCEL402A
CHCCEL406A	Identify and address client needs in a celebrancy role	Nil
CHCCH225A	Prepare to work in social housing	Nil
CHCCH301C	Work effectively in social housing	Nil
CHCCH317A	Respond to property maintenance enquiries	Nil
CHCCH410B	Manage and maintain tenancy agreements and services	Nil
CHCCH411A	Manage housing application processes	Nil
CHCCH412C	Manage housing allocations	Nil
CHCCH413A	Manage tenancy rent, charges and rental arrears	Nil
CHCCH414C	Manage rental assistance process	Nil
CHCCH416C	Manage vacant properties	Nil

Unit Code	Unit Title	Pre-requisites
CHCCH419C	Manage property maintenance implementation	Nil
CHCCH422B	Manage a formal service level support agreement	Nil
CHCCH423B	Provide advice to tenants and clients	Nil
CHCCH424B	Manage leasehold properties	Nil
CHCCH426B	Support client participation in the organisation	Nil
CHCCH427B	Work effectively with people experiencing or at risk of homelessness	Nil
CHCCH428B	Work effectively within the Australian housing system	Nil
CHCCH518B	Manage property maintenance planning	Nil
CHCCH521B	Develop social housing enterprise opportunities	Nil
CHCCH522B	Undertake outreach work	Nil
CHCCH620D	Acquire properties by purchase or transfer	Nil
CHCCH621A	Evaluate social housing organisation against registration standards	Nil
CHCCHILD301B	Support behaviour of children and young people	Nil
CHCCHILD401B	Identify and respond to children and young people at risk	Nil
CHCCHILD403B	Promote the safety, wellbeing and welfare of children, young people and their families	Nil
CHCCHILD404B	Support the rights and safety of children and young people	Nil
CHCCHILD504C	Assess risk of harm to children and young people	Nil
CHCCHILD505B	Work effectively in child protection and out of home care for children and young people	Nil

Unit Code	Unit Title	Pre-requisites
CHCCM401D	Undertake case management	Nil
CHCCM402E	Establish and monitor a case plan	Nil
CHCCM404A	Undertake case management for clients with complex needs	Nil
CHCCM501A	Coordinate complex case requirements	CHCCM404A
CHCCM503C	Develop, facilitate and monitor all aspects of case management	Nil
CHCCM504D	Promote high quality case management	Nil
CHCCM506C	Undertake case management in a child protection framework	Nil
CHCCM605C	Develop practice standards	Nil
CHCCM701B	Undertake advanced client assessments	Nil
CHCCM702B	Implement goal directed care planning	Nil
CHCCM703A	Apply effective case management practice	Nil
CHCCM705C	Work effectively with carers and families in complex situations	Nil
CHCCN301C	Ensure the health and safety of children	Nil
CHCCN302A	Provide care for children	Nil
CHCCN303A	Contribute to provision of nutritionally balanced food in a safe and hygienic manner	Nil
CHCCN305B	Provide care for babies	Nil
CHCCN511B	Establish and maintain a safe and healthy environment for children	Nil
CHCCN520C	Advocate for the rights and needs of children and young people	Nil
CHCCOM201C	Communicate with people accessing the services of the organisation	Nil
CHCCOM302D	Communicate appropriately with clients and	Nil

Unit Code	Unit Title	Pre-requisites
	colleagues	
CHCCOM403A	Use targeted communication skills to build relationships	Nil
CHCCOM504B	Develop, implement and promote effective workplace communication	Nil
CHCCONS401C	Facilitate changeover	Nil
CHCCONS402C	Facilitate and monitor contact	Nil
CHCCONS403C	Support families to develop relationships	Nil
CHCCONS504C	Assist families to self manage contact	Nil
CHCCS200D	Deliver service to clients	Nil
CHCCS211B	Prepare for work in the community sector	Nil
CHCCS305C	Assist clients with medication	HLTAP301B
CHCCS308B	Provide first point of contact	Nil
CHCCS310A	Support inclusive practice in the workplace	Nil
CHCCS311D	Deliver and monitor services to clients	Nil
CHCCS312A	Use electronic learning materials	Nil
CHCCS314B	Deliver services to meet personal needs of clients	Nil
CHCCS400C	Work within a relevant legal and ethical framework	Nil
CHCCS401C	Facilitate responsible behaviour	Nil
CHCCS403C	Provide brief intervention	Nil
CHCCS404B	Facilitate family intervention strategies	Nil
CHCCS405C	Identify and address specific client needs	Nil
CHCCS407C	Operate referral procedures	Nil
CHCCS408B	Establish and monitor participation plans	Nil

Unit Code	Unit Title	Pre-requisites
CHCCS410A	Facilitate client participation in the organisation and its management	Nil
CHCCS411C	Work effectively in the community sector	Nil
CHCCS412E	Deliver and develop client services	Nil
CHCCS413B	Support individuals with autism spectrum disorder	Nil
CHCCS414A	Provide education and support on parenting, health and wellbeing	Nil
CHCCS416B	Assess and provide services for clients with complex needs	Nil
CHCCS417B	Provide support and care relating to suicide bereavement	Nil
CHCCS419C	Provide support services to clients	Nil
CHCCS421B	Undertake community sector work within own community	Nil
CHCCS422B	Respond holistically to client issues and refer appropriately	Nil
CHCCS424B	Administer and monitor medications	HLTAP301B, CHCCS305C
CHCCS425B	Support health professional	Nil
CHCCS426B	Provide support and care relating to loss and grief	Nil
CHCCS427B	Facilitate adult learning and development	Nil
CHCCS500B	Conduct complex assessment and referral	Nil
CHCCS502C	Maintain legal and ethical work practices	Nil
CHCCS503B	Develop, implement and review services and programs to meet client needs	Nil
CHCCS504B	Provide services to clients with complex needs	Nil
CHCCS505B	Provide supervision support to community	Nil

Unit Code	Unit Title	Pre-requisites
	sector workers	
CHCCS506A	Promote and respond to workplace diversity	Nil
CHCCS512C	Develop a service delivery strategy	Nil
CHCCS513C	Maintain an effective community sector work environment	Nil
CHCCS514B	Recognise and respond to individuals at risk	Nil
CHCCS521B	Assess and respond to individuals at risk of suicide	Nil
CHCCS522B	Address complex legal and ethical issues in professional practice	CHCCS400C
CHCCS601C	Work with clients with unique needs	Nil
CHCCS604B	Manage the delivery of quality services to clients	Nil
CHCCS607E	Coordinate in-service assessment and response to address client needs	Nil
CHCCS805B	Undertake professional reflection	Nil
CHCCSL501A	Work within a structured counselling framework	Nil
CHCCSL502A	Apply specialist interpersonal and counselling interview skills	Nil
CHCCSL503B	Facilitate the counselling relationship	Nil
CHCCSL504A	Apply personality and development theories	Nil
CHCCSL505A	Apply learning theories in counselling	Nil
CHCCSL506A	Apply counselling therapies to address a range of client issues	CHCCSL502A
CHCCSL507B	Support clients in decision-making processes	Nil
CHCCSL508B	Apply legal and ethical responsibilities in counselling practice	Nil
CHCCSL509A	Reflect and improve upon counselling skills	CHCCSL501A,

Unit Code	Unit Title	Pre-requisites
		CHCCSL503B, CHCCSL507B
CHCCSL510A	Work effectively with relationship issues	Nil
CHCCSL511A	Provide interventions to address family issues	Nil
CHCCSL512A	Determine suitability of client for counselling services	Nil
CHCCSL513A	Apply somatic distress reduction techniques	Nil
CHCCW301C	Operate under a casework framework	Nil
CHCCW402C	Implement a case work strategy	Nil
CHCCW503A	Work intensively with clients	Nil
CHCCW604B	Design and supervise family intervention strategies	Nil
CHCDFV301A	Recognise and respond appropriately to domestic and family violence	Nil
CHCDFV402C	Manage own professional development in responding to domestic and family violence	Nil
CHCDFV403C	Provide crisis intervention and support to those experiencing domestic and family violence	Nil
CHCDFV404C	Promote community awareness of domestic and family violence	Nil
CHCDFV406C	Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities	Nil
CHCDFV407C	Provide domestic and family violence support in non-English speaking background communities	Nil
CHCDFV408C	Provide support to children affected by domestic and family violence	Nil
CHCDFV505C	Counsel clients affected by domestic and family violence	Nil

Unit Code	Unit Title	Pre-requisites
CHCDFV509D	Work with users of violence to effect change	Nil
CHCDFV510D	Facilitate workplace debriefing and support processes	Nil
CHCDFV811C	Respond to domestic and family violence in family work	Nil
CHCDFV812B	Assist users of domestic and family violence to accept responsibility for their behaviour	Nil
CHCDFV813B	Promote accountability of users of domestic and family violence and abuse	Nil
CHCDFV814B	Establish change promoting relationship with users of domestic and family violence and abuse	Nil
CHCDFV815B	Establish and maintain the safety of people who have experienced domestic and family violence	Nil
CHCDFV816B	Undertake safety planning with people who have been subjected to domestic and family violence	Nil
CHCDFV817B	Manage domestic and family violence and abuse screening and risk assessment processes	Nil
CHCDFV818C	Provide programs for people who have been subject to domestic and family violence	Nil
CHCDHA401B	Work effectively in the development and/or humanitarian assistance sector	Nil
CHCDHA402B	Maintain wellbeing in a field environment	Nil
CHCDHA403B	Apply knowledge of humanitarian assistance project work	Nil
CHCDHA404A	Develop and maintain positive relationships with key stakeholders	Nil
CHCDHA405B	Apply knowledge of development program work	Nil
CHCDHA406A	Secure development and/or humanitarian	Nil

Unit Code	Unit Title	Pre-requisites
	assistance funding	
CHCDHA407A	Address financial requirements of single donor in development and/or humanitarian assistance	Nil
CHCDHA408A	Manage cash in development and/or humanitarian assistance contexts	Nil
CHCDHA409A	Close out financial operations in development and/or humanitarian assistance contexts	Nil
CHCDHA410B	Adapt and apply technical knowledge in a development context	Nil
CHCDHA411A	Conduct a rapid assessment in a humanitarian assistance context	Nil
CHCDHA412B	Use a capacity building approach in development work	Nil
CHCDHA413A	Prepare transition plans in a development and/or humanitarian assistance context	Nil
CHCDHA501B	Manage work in the development and/or humanitarian assistance sector	Nil
CHCDHA502B	Manage humanitarian assistance operations	Nil
CHCDHA503A	Design, monitor and evaluate development and/or humanitarian assistance programs	Nil
CHCDHA504A	Manage complex funding arrangements in development and/or humanitarian assistance	Nil
CHCDHA505B	Develop and manage implementation plans	Nil
CHCDIS220B	Prepare for disability work	Nil
CHCDIS301C	Work effectively with people with a disability	Nil
CHCDIS302A	Maintain an environment to empower people with disabilities	Nil
CHCDIS313A	Support people with disabilities who are ageing	Nil
CHCDIS322A	Support community participation and inclusion	Nil

Unit Code	Unit Title	Pre-requisites
CHCDIS323A	Contribute to skill development and maintenance	Nil
CHCDIS400C	Provide care and support	Nil
CHCDIS404C	Design procedures for support	Nil
CHCDIS405A	Facilitate skills development and maintenance	Nil
CHCDIS408D	Support people with disabilities as workers	Nil
CHCDIS409B	Provide services to people with disabilities with complex needs	Nil
CHCDIS410A	Facilitate community participation and inclusion	Nil
CHCDIS411A	Communicate using augmentative and alternative communication strategies	Nil
CHCDIS507C	Design and adapt surroundings to group requirements	Nil
CHCDIS509E	Maximise participation in work by people with disabilities	Nil
CHCDIS511A	Coordinate services for people with disabilities	Nil
CHCDISP801B	Facilitate dispute resolution in the family law context	Nil
CHCDISP802B	Implement family dispute resolution strategies	Nil
CHCDISP803B	Facilitate dispute resolution in an impartial manner and adhere to ethical standards	Nil
CHCDISP804B	Create an environment that supports the safety of vulnerable parties in dispute resolution	Nil
CHCEDS301B	Comply with legislative, policy and industrial requirements in the education environment	Nil
CHCEDS302A	Facilitate implementation of planned educational programs	Nil
CHCEDS303A	Contribute to student education in all developmental domains	Nil

Unit Code	Unit Title	Pre-requisites
CHCEDS304A	Contribute to organisation and management of classroom or centre	Nil
CHCEDS305A	Support the development of reading skills	Nil
CHCEDS306A	Support the development of writing skills	Nil
CHCEDS307A	Support the development of numeracy skills	Nil
CHCEDS308A	Support the development of oral language skills	Nil
CHCEDS312A	Work with diversity in the education environment	Nil
CHCEDS313B	Communicate with students	Nil
CHCEDS314B	Work effectively in an education team	Nil
CHCEDS316B	Comply with school administrative requirements	Nil
CHCEDS317B	Communicate with parents, students and colleagues in Aboriginal or Torres Strait Islander language	Nil
CHCEDS318B	Work effectively as an Aboriginal or Torres Strait Islander education worker	Nil
CHCEDS319A	Search and assess online information	Nil
CHCEDS320B	Set up and sustain individual and small group learning areas	Nil
CHCEDS321B	Use an e-learning management system	Nil
CHCEDS322A	Support students with English as a second language	Nil
CHCEDS323A	Support development of student research skills	Nil
CHCEDS330B	Support learning for students with disabilities in a classroom environment	Nil
CHCEDS331B	Contribute to the health and safety of students	Nil
CHCEDS335A	Support students with additional needs in the	Nil

Unit Code	Unit Title	Pre-requisites
	classroom environment	
CHCEDS403B	Promote and implement Aboriginal and/or Torres Strait Islander language and culture programs	Nil
CHCEDS404A	Liaise with Aboriginal or Torres Strait Islander community re education program	Nil
CHCEDS407A	Collect and analyse information to inform work strategies	Nil
CHCEDS408A	Support students' mathematics learning for numeracy	Nil
CHCEDS409A	Support students' literacy learning	Nil
CHCEDS410A	Assist in facilitation of student learning	Nil
CHCEDS411B	Use high-level communication skills in the education workplace	Nil
CHCEDS412B	Contribute to continuous improvement processes within the education environment	Nil
CHCEDS413A	Support students with learning difficulties and learning disabilities	Nil
CHCEDS415A	Supervise students outside the classroom	Nil
CHCEDS416B	Use educational strategies to support Aboriginal and/or Torres Strait Islander education	Nil
CHCEDS417A	Facilitate learning for students with disabilities	Nil
CHCEDS418B	Deliver elements of teaching and learning programs	Nil
CHCEDS419B	Support flexible learning in an education environment	Nil
CHCEDS421A	Provide support to students with hearing disabilities	Nil
CHCEDS422A	Promote hearing health and learning	Nil

Unit Code	Unit Title	Pre-requisites
CHCEDS423A	Assist in production of language resources	Nil
CHCEDS424B	Facilitate learning for students with intellectual disabilities	CHCEDS417A
CHCEDS425A	Facilitate learning for students with speech/language disabilities	CHCEDS417A
CHCEDS426A	Facilitate learning for students with vision impairment	CHCEDS417A
CHCEDS427A	Facilitate learning for students with physical disabilities	CHCEDS417A
CHCEDS428A	Assist teacher to develop Aboriginal and/or Torres Strait Islander language and culture lessons	Nil
CHCEDS429B	Coordinate e-learning programs	Nil
CHCEDS434A	Provide support to students with autism spectrum disorder	Nil
CHCEDS501A	Identify and respond to student development needs	Nil
CHCEDS502B	Foster and support an effective learning environment	Nil
CHCEDS503A	Support the development of literacy skills	Nil
CHCEDS505A	Work effectively with Aboriginal and/or Torres Strait Islander students	Nil
CHCEDS506A	Assist in implementing education plans for students with disabilities	Nil
CHCEDS507A	Research an education issue	Nil
CHCEDS508B	Assist in leading a small team in an education environment	Nil
CHCEDS509A	Support students with multiple disabilities	Nil
CHCEDS514B	Support learning and implementation of responsible behaviour	Nil

Unit Code	Unit Title	Pre-requisites
CHCER301B	Deliver emergency relief services	Nil
CHCES303C	Use labour market information	Nil
CHCES304B	Deliver recruitment services	Nil
CHCES305B	Monitor Australian Apprenticeships arrangements	Nil
CHCES311B	Work effectively in employment services	Nil
CHCES312A	Deliver contracted employment services	Nil
CHCES402C	Deliver Australian Apprenticeships services	Nil
CHCES404B	Promote clients to employers	Nil
CHCES411A	Collect, analyse and apply labour market information	Nil
CHCES413A	Develop and monitor employment plans with clients	Nil
CHCES415A	Monitor and improve contracted employment services	Nil
CHCES416A	Plan and provide job search support	Nil
CHCES502C	Research and report on labour market information	Nil
CHCES511B	Manage contracted employment services	Nil
CHCFAM406B	Engage and resource clients to improve their interpersonal relationships	Nil
CHCFAM407B	Work effectively in relationship work	Nil
CHCFAM408B	Undertake relationship and family work in the context of the agency and sector	Nil
CHCFAM409B	Work with men	Nil
CHCFAM411B	Engage fathers into family based programs	CHCFAM407B, CHCGROUP403D
CHCFAM412B	Work with women	Nil

Unit Code	Unit Title	Pre-requisites
CHCFAM413B	Facilitate couple processes within group work	Nil
CHCFAM414B	Use tools for exploring relationships	Nil
CHCFAM416B	Implement harm reduction strategies	CHCFAM406B, CHCFAM407B, CHCGROUP403D, CHCDFV301A
CHCFAM417B	Identify and use strengths-based practice	Nil
CHCFAM421B	Work with parents of very young children	Nil
CHCFAM503B	Work with a child focused approach	Nil
CHCFAM504C	Respond to and contain critical incidents	Nil
CHCFAM505B	Operate in a family law environment	Nil
CHCFAM510B	Work with separated fathers	CHCFAM407B, CHCGROUP403D
CHCFAM515B	Work holistically with families	CHCFAM406B, CHCFAM407B
CHCFAM518B	Work with involuntary and mandated clients	Nil
CHCFAM519B	Prepare client court reports	Nil
CHCFAM520B	Use strengths-based practice in supervision	Nil
CHCFAM522B	Assist clients to develop emotional regulation	CHCFAM406B, CHCFAM407B, CHCGROUP403D, CHCDFV301A
CHCFAM523B	Manage training and development activities for relationship practitioners	CHCFAM406B, CHCFAM407B, CHCFAM408B
CHCFAM801B	Develop an understanding of child inclusive practice	Nil
CHCFAM802B	Work within a child inclusive framework	CHCFAM801B
CHCFAM806B	Assist clients to develop parenting arrangements	Nil

Unit Code	Unit Title	Pre-requisites
CHCFC301A	Support the development of children	Nil
CHCFC502A	Foster physical development in early childhood	Nil
CHCFC503A	Foster social development in early childhood	Nil
CHCFC504A	Support emotional and psychological development in early childhood	Nil
CHCFC505A	Foster cognitive development in early childhood	Nil
CHCFC506A	Foster children's language and communication development	Nil
CHCFC507A	Use music to enhance children's experience and development	Nil
CHCFC508A	Foster children's aesthetic and creative development	Nil
CHCFC512A	Foster physical development in middle childhood	Nil
CHCFC513A	Foster social development in middle childhood	Nil
CHCFC514A	Support emotional and psychological development in middle childhood	Nil
CHCFC515A	Foster cognitive development in middle childhood	Nil
CHCFC520C	Promote ethical understanding of children	Nil
CHCFCS801B	Apply theory and practice of counselling approaches	Nil
CHCFCS802B	Provide relationship counselling	Nil
CHCFCS803B	Provide grief and loss counselling	Nil
CHCFCS804B	Provide counselling to children and young people	Nil
CHCFCS805B	Provide group counselling	Nil

Unit Code	Unit Title	Pre-requisites
CHCFCS806C	Work within a clinical supervision framework	Nil
CHCFIN501A	Identify and apply technical information to assist clients with financial issues	Nil
CHCFIN502A	Facilitate the financial counselling process	Nil
CHCFIN503A	Develop and use financial counselling tools and techniques	Nil
CHCFIN504B	Work effectively in rural financial counselling	CHCFIN501A, CHCFIN502A, CHCFIN503A
CHCFLE301A	Work with clients needing financial literacy education	Nil
CHCFLE302A	Educate clients in fundamental financial literacy skills	Nil
CHCFLE303A	Educate clients to understand debt and consumer credit	Nil
CHCFOS401A	Provide foster care as part of a team	Nil
CHCFOS402A	Promote positive development of children and young people in out of home care	Nil
CHCGMB501A	Work effectively in the problem gambling sector	Nil
CHCGMB502A	Assess the needs of clients with problem gambling issues	Nil
CHCGMB503A	Provide counselling for clients with problem gambling issues	Nil
CHCGROUP201C	Support the activities of existing groups	Nil
CHCGROUP302D	Support group activities	Nil
CHCGROUP403D	Plan and conduct group activities	Nil
CHCGROUP408	Facilitate and review a psycho-educational	Nil

Community Services and Health Industry Skills Council

Unit Code	Unit Title	Pre-requisites
B	group	
CHCGROUP410 B	Deliver a structured program	Nil
CHCGROUP504 B	Assess group members and their social systems	Nil
CHCGROUP509 B	Manage disclosures and disruptions in groups	Nil
CHCGROUP805 B	Support change in the social systems of group members	Nil
CHCGROUP806 B	Plan group interventions	Nil
CHCGROUP807 B	Implement group interventions	Nil
CHCHC311C	Work effectively in home and community care	Nil
CHCHC401C	Coordinate and monitor home based support	Nil
CHCIC201B	Communicate with children	Nil
CHCIC301E	Interact effectively with children	Nil
CHCIC302A	Support Aboriginal and/or Torres Strait Islander families to participate in children's services	Nil
CHCIC303B	Work within a regulatory framework specific to children's services	Nil
CHCIC501B	Manage children's services workplace practice to address regulations and quality assurance	Nil
CHCIC510A	Establish and implement plans for developing cooperative behaviour	Nil
CHCIC511A	Implement and promote inclusive policies and practices in children's services	Nil
CHCIC512A	Plan and implement inclusion of children with additional needs	Nil

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Unit Code	Unit Title	Pre-requisites
CHCIC620C	Manage complex behavioural situations	Nil
CHCICS301B	Provide support to meet personal care needs	Nil
CHCICS302B	Participate in the implementation of individualised plans	Nil
CHCICS303A	Support individual health and emotional wellbeing	Nil
CHCICS304B	Work effectively with carers	Nil
CHCICS305B	Provide behaviour support in the context of individualised plans	Nil
CHCICS306B	Provide basic foot skin and nail care	Nil
CHCICS401B	Facilitate support for personal care needs	Nil
CHCICS402B	Facilitate individualised plans	Nil
CHCICS403A	Conduct individual assessment	Nil
CHCICS404B	Plan and provide advanced behaviour support	Nil
CHCICS405B	Facilitate groups for individual outcomes	Nil
CHCICS406B	Support client self management	Nil
CHCICS407B	Support positive lifestyle	Nil
CHCICS408B	Provide support to people with chronic disease	Nil
CHCICS409A	Recognise and respond to suspected abuse of vulnerable people	Nil
CHCICS410A	Support relationships with carers and families	Nil
CHCINF302D	Maintain the organisation's information systems	Nil
CHCINF303B	Contribute to information requirements in the community sector	Nil
CHCINF403E	Coordinate information systems	Nil
CHCINF407D	Meet information needs of the community	Nil

Unit Code	Unit Title	Pre-requisites
CHCINF408C	Comply with information requirements of the aged care and community care sectors	Nil
CHCINF505D	Meet statutory and organisation information requirements	Nil
CHCINF604D	Manage the organisation's information systems	Nil
CHCINF606D	Manage information strategically	Nil
CHCLD315A	Recognise stages of lifespan development	Nil
CHCLD415A	Confirm client developmental status	Nil
CHCLD514B	Analyse impacts of sociological factors on clients in community work and services	Nil
CHCLD515A	Analyse client information for service planning and delivery	CHCLD415A
CHCLEG411A	Use relevant legislation in response to client needs	Nil
CHCLLN401A	Support adult language and literacy learning and development	Nil
CHCLLN402A	Support adult numeracy learning and development	Nil
CHCLLN403A	Identify clients with language, literacy and numeracy needs and respond effectively	Nil
CHCMED411B	Conduct a sound assessment of a dispute in preparation for mediation	Nil
CHCMED412B	Gather and clarify information for the mediation process	Nil
CHCMED413B	Manage communication processes to define the dispute	Nil
CHCMED414A	Facilitate mediation processes	Nil
CHCMED415A	Facilitate interaction between parties in mediation	Nil

Unit Code	Unit Title	Pre-requisites
CHCMED416C	Consolidate and conclude the mediation process	Nil
CHCMED417B	Reflect and improve upon professional mediation practice	Nil
CHCMED418C	Identify the need for alternative dispute resolution	Nil
CHCMED419C	Facilitate alternative dispute resolution processes	Nil
CHCMGT601B	Contribute to effective governance in the community sector	Nil
CHCMGT801B	Manage a complex community sector organisation	Nil
CHCMGT802C	Manage policy development	Nil
CHCMGT803B	Provide strategic leadership	Nil
CHCMH301C	Work effectively in mental health	Nil
CHCMH401A	Work effectively in mental health settings	Nil
CHCMH402B	Apply understanding of mental health issues and recovery processes	Nil
CHCMH403A	Establish and maintain communication and relationships to support the recovery process	Nil
CHCMH404B	Conduct assessment and planning as part of the recovery process	Nil
CHCMH405A	Work collaboratively to support recovery process	Nil
CHCMH408C	Provide interventions to meet the needs of consumers with mental health and AOD issues	Nil
CHCMH409A	Facilitate consumer, family and carer participation in the recovery process	Nil
CHCMH411A	Work with people with mental health issues	Nil
CHCMH501A	Provide advanced supports to facilitate	Nil

Unit Code	Unit Title	Pre-requisites
	recovery	
CHCMH502A	Provide supports for children at risk of mental health problems	Nil
CHCMH503A	Provide forensic mental health services	Nil
CHCMH504E	Provide a range of services to people with mental health issues	Nil
CHCNAN301B	Attend to daily functions in home based child care	Nil
CHCNET301D	Participate in networks	Nil
CHCNET402B	Establish and maintain effective networks	Nil
CHCNET404B	Facilitate links with other services	Nil
CHCNET501C	Work effectively with other services and networks	Nil
CHCNET503D	Develop new networks	Nil
CHCOHC303B	Use basic oral health screening tools	Nil
CHCOHC401A	Inform and encourage clients and groups to understand and achieve good oral health	Nil
CHCOHC402A	Support clients and groups to learn practical aspects of oral health care	Nil
CHCOHC404A	Recognise and respond to signs and symptoms that may indicate oral health issues	Nil
CHCOHC406B	Provide or assist with oral hygiene	HLTIN301C Comply with infection control policies and procedures or CHCWHS312A Follow WHS safety procedures for direct care work
CHCOHC407B	Apply and manage use of basic oral health products	HLTIN301C Comply with infection control policies and procedures

Unit Code	Unit Title	Pre-requisites
		or CHCWHS312A Follow WHS safety procedures for direct care work
CHCORG201C	Follow policies, procedures and programs of the organisation	Nil
CHCORG202C	Work with others	Nil
CHCORG303C	Participate effectively in the work environment	Nil
CHCORG322B	Contribute to implementation of service delivery strategy	Nil
CHCORG405E	Maintain an effective work environment	Nil
CHCORG406C	Supervise work	Nil
CHCORG423C	Maintain quality service delivery	Nil
CHCORG428A	Reflect on and improve own professional practice	Nil
CHCORG501B	Facilitate workplace change and innovation	Nil
CHCORG502B	Work autonomously	Nil
CHCORG506E	Coordinate the work environment	Nil
CHCORG525D	Recruit and coordinate volunteers	Nil
CHCORG529B	Provide coaching and motivation	Nil
CHCORG605B	Manage human resources in a community sector organisation	Nil
CHCORG607D	Manage workplace issues	Nil
CHCORG608E	Establish and manage new programs or services	Nil
CHCORG609D	Manage projects and strategies	Nil
CHCORG610B	Manage change in a community sector organisation	Nil

Unit Code	Unit Title	Pre-requisites
CHCORG611C	Lead and develop others in a community sector workplace	Nil
CHCORG612D	Review organisation's effectiveness	Nil
CHCORG613D	Manage organisation's strategic and business planning	Nil
CHCORG614C	Manage a community sector organisation	Nil
CHCORG615D	Promote the organisation	Nil
CHCORG616C	Manage training	Nil
CHCORG619D	Manage quality of organisation's service delivery outcomes	Nil
CHCORG620D	Promote and represent the service	Nil
CHCORG621D	Act as a resource to other services	Nil
CHCORG624E	Provide leadership in community services delivery	Nil
CHCORG626B	Manage a service level agreement	Nil
CHCORG627B	Provide mentoring support to colleagues	Nil
CHCORG701C	Provide leadership as a practitioner in community services	Nil
CHCOSHC401A	Support children to participate in outside school hours care	Nil
CHCOSHC402B	Develop and implement activities in outside school hours care	Nil
CHCOSHC403B	Work effectively with children in outside school hours care	Nil
CHCPA301B	Deliver care services using a palliative approach	Nil
CHCPA402B	Plan for and provide care services using a palliative approach	Nil
CHCPAS401B	Undertake pastoral care work	Nil

Unit Code	Unit Title	Pre-requisites
CHCPOL301B	Participate in policy development	Nil
CHCPOL402C	Contribute to policy development	Nil
CHCPOL403C	Undertake research activities	Nil
CHCPOL404A	Undertake policy review	Nil
CHCPOL501A	Access evidence and apply in practice	Nil
CHCPOL504B	Develop and implement policy	Nil
CHCPOL505B	Manage research activities	Nil
CHCPOL606B	Coordinate policy development	Nil
CHCPOL701B	Use research evidence to advance policy and practice	Nil
CHCPR301C	Provide experiences to support children's play and learning	Nil
CHCPR302A	Support sustainable practice	Nil
CHCPR303D	Develop understanding of children's interests and developmental needs	Nil
CHCPR502E	Organise experiences to facilitate and enhance children's development	Nil
CHCPR509A	Gather, interpret and use information about children	Nil
CHCPR510B	Design, implement and evaluate programs and care routines for children	Nil
CHCPR515A	Develop and implement a program to support sustainable practice	Nil
CHCPR613C	Facilitate the development of programs for children with additional needs	Nil
CHCPR614D	Observe children and interpret observations	CHCPR509A
CHCPROM401C	Share health information	Nil
CHCPROM502B	Implement health promotion and community	Nil

Unit Code	Unit Title	Pre-requisites
	intervention	
CHCPROM503A	Provide community-focused promotion and prevention strategies	Nil
CHCPROT401C	Act as a witness	Nil
CHCPROT404D	Prepare information for justice processes	Nil
CHCPROT405E	Provide supervision in the community	Nil
CHCPROT406C	Facilitate court orders	Nil
CHCPROT407E	Provide supervision in a secure system	Nil
CHCPROT409E	Provide primary residential care	Nil
CHCPROT411C	Provide for care and protection of clients in specific need	Nil
CHCPROT422B	Undertake child protection work within an Aboriginal and/or Torres Strait Islander framework	Nil
CHCPROT423B	Support transition from care	Nil
CHCPROT424A	Develop a child protection practice framework	Nil
CHCPROT429A	Work collaboratively to maintain a child safe environment	Nil
CHCPROT430A	Develop and implement a multi agency investigation and child risk assessment strategy	Nil
CHCPROT502E	Undertake and implement planning with at-risk children and young people and their families	Nil
CHCPROT510E	Support the progress and development of young people	Nil
CHCPROT512C	Coordinate work integrating statutory requirements and responsibilities	Nil
CHCPROT526B	Work in a child protection environment	Nil
CHCPROT531A	Interview children for investigation of child protection concerns	Nil

Unit Code	Unit Title	Pre-requisites
CHCPROT532A	Interact with the legal system to protect children	Nil
CHCPROT533A	Work with children and young people with complex trauma and attachment issues and needs	Nil
CHCPROT603B	Plan and manage provision of out of home care	Nil
CHCPROT701A	Conduct complex child protection risk assessment	Nil
CHCPROT702A	Apply for and implement child protection orders	Nil
CHCPROT703B	Facilitate incident prevention strategies in child protection work	Nil
CHCPW401A	Apply peer work practices in the mental health sector	Nil
CHCPW402A	Contribute to continuous improvement of services for consumers and carers	Nil
CHCPW403A	Apply lived experience in mental health peer work	Nil
CHCPW404A	Work effectively in trauma informed care	Nil
CHCPW405A	CHCPW405A Promote and facilitate self advocacy	Nil
CHCPW406A	Work effectively in consumer mental health peer work	Nil
CHCPW407A	Support self-directed physical health and wellbeing	Nil
CHCPW408A	Work effectively in carer mental health peer work	Nil
CHCQM501B	Establish and maintain mental health peer work	Nil
CHCPW601A	Apply peer work practices in the mental health sector	Nil

Unit Code	Unit Title	Pre-requisites
CHCRCP401A	Use telephone communication skills to assess caller's needs	Nil
CHCRCP402A	Conduct assessment of carer's needs	Nil
CHCRCP403A	Support carers to access information and services	Nil
CHCRF301E	Work effectively with families to care for the child	Nil
CHCRF402B	Provide intervention support to children and families	Nil
CHCRF511A	Work in partnership with families to provide appropriate care for children	Nil
CHCRF621C	Promote equity in access to the service	Nil
CHCRF622C	Plan child care provision with families	CHCRF511A
CHCRF623C	Respond to problems and complaints about the service	Nil
CHCRF624C	Support parents in their parenting role	CHCRF511A
CHCRH401C	Work effectively in the leisure and health industry	Nil
CHCRH402B	Undertake leisure and health programming	Nil
CHCRH404B	Plan, implement and monitor leisure and health programs	Nil
CHCRH405B	Plan leisure and health programs for clients with complex needs	Nil
CHCRH406A	Apply knowledge of human behaviour in leisure activity programs	Nil
CHCRH407A	Apply sociological concepts to leisure and health	Nil
CHCRH503B	Develop leisure and health programs for clients with special needs	Nil
CHCRH504B	Coordinate planning, implementation and	Nil

Unit Code	Unit Title	Pre-requisites
	monitoring of leisure and health programs	
CHCRH505C	Conduct a program for children and young people with special needs	Nil
CHCRH506A	Provide leisure education	Nil
CHCRH507A	Apply concepts of human psychology to facilitate involvement in leisure programs	Nil
CHCSD512C	Act as a resource to workers	Nil
CHCSD611C	Facilitate the inclusion of children with additional needs	Nil
CHCSW401A	Work effectively with forced migrants	Nil
CHCSW402B	Undertake bicultural work with forced migrants in Australia	Nil
CHCTC301C	Deliver a service consistent with the organisation's mission and values	Nil
CHCTC302B	Provide client-centred telephone counselling	Nil
CHCTC403B	Provide telephone counselling in crisis situations	Nil
CHCTC404B	Provide competent suicide intervention in a telephone counselling context	Nil
CHCVOL201B	Be an effective volunteer	Nil
CHCWHS312A	Follow WHS safety procedures for direct care work	Nil
CHCYJ401B	Work in the youth justice environment	Nil
CHCYJ402A	Support Aboriginal and/or Torres Strait Islander young people in youth justice system	Nil
CHCYJ403B	Prepare young people for reintegration	Nil
CHCYJ501A	Develop and support a youth justice team	Nil
CHCYJ502A	Respond to needs of youth justice clients	Nil
CHCYTH301E	Work effectively with young people	Nil

Unit Code	Unit Title	Pre-requisites
CHCYTH401B	Engage respectfully with young people	Nil
CHCYTH402C	Work effectively with young people in the youth work context	Nil
CHCYTH403C	Support young people to create opportunities in their lives	Nil
CHCYTH404E	Support young people in crisis	CHCYTH301E
CHCYTH407E	Respond to critical situations	Nil
CHCYTH501A	Develop and implement procedures to enable young people to address their needs	Nil
CHCYTH502A	Work with young people to establish support networks	Nil
CHCYTH503A	Undertake youth work in specific communities	Nil
CHCYTH504A	Support young people to take collective action	Nil
CHCYTH505E	Support youth programs	Nil
CHCYTH506B	Provide services for young people appropriate to their needs and circumstances	Nil
CHCYTH511B	Work effectively with young people and their families	Nil
CHCYTH608D	Manage service response to young people in crisis	Nil

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Imported units of competency in CHC08 Community Services Training Package

Unit Code	Unit Title	Training Package of Origin
AHCAGB501A	Develop climatic risk management strategies	AHC10 Agriculture, Horticulture and Conservation and Land Management V2.1
AHCAGB503A	Plan and monitor production processes	AHC10 Agriculture, Horticulture and Conservation and Land Management V2.1
AHCBUS506A	Develop and review a business plan	AHC10 Agriculture, Horticulture and Conservation and Land Management V2.1
AHCBUS508A	Prepare and monitor budgets and financial reports	AHC10 Agriculture, Horticulture and Conservation and Land Management V2.1
AHCCCF404A	Contribute to association governance	AHC10 Agriculture, Horticulture and Conservation and Land Management V2.1
AHCCCF411A	Develop approaches to include cultural and human diversity	AHC10 Agriculture, Horticulture and Conservation and Land Management V2.1
AHCCCF414A	Coordinate fund-raising activities	AHC10 Agriculture, Horticulture and Conservation and Land Management V2.1
BSBADM405B	Organise meetings	BSB07 Business Services V3
BSBADM502B	Manage meetings	BSB07 Business Services V3
BSBATSIC412A	Maintain and protect cultural values in the organisation	BSB07 Business Services V5
BSBATSIC511A	Plan and conduct a community meeting	BSB07 Business Services V5
BSBATSIL412A	Participate effectively as a board member	BSB07 Business Services V5
BSBATSIL510A	Appoint and work with the manager	BSB07 Business Services V5
BSBATSIM418A	Monitor financial management and	BSB07 Business Services V5

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Unit Code	Unit Title	Training Package of Origin
	reports	
BSBCMM101A	Apply basic communication skills	BSB07 Business Services V3
BSBCMM401A	Make a presentation	BSB07 Business Services V3
BSBEMS401B	Develop and implement business development strategies to expand client base	BSB07 Business Services V3
BSBEMS402B	Develop and implement strategies to source and assess candidates	BSB07 Business Services V3
BSBEMS403B	Develop and provide employment management services to candidates	BSB07 Business Services V3
BSBEMS404B	Manage the recruitment process for client organisations	BSB07 Business Services V3
BSBFIA402A	Report on financial activity	BSB07 Business Services V3
BSBFIM501A	Manage budgets and financial plans	BSB07 Business Services V3
BSBFLM312C	Contribute to team effectiveness	BSB07 Business Services V3
BSBGOV401A	Implement Board member responsibilities	BSB07 Business Services V3
BSBHRM403A	Support performance management process	BSB07 Business Services V3
BSBHRM501A	Manage human resources services	BSB07 Business Services V3
BSBHRM504A	Manage workforce planning	BSB07 Business Services V3
BSBHRM506A	Manage recruitment selection and induction processes	BSB07 Business Services V3
BSBHRM510A	Manage mediation processes	BSB07 Business Services V3
BSBHRM602B	Manage human resources strategic planning	BSB07 Business Services V5
BSBHRM604A	Manage employee relations	BSB07 Business Services V3
BSBINM201A	Process and maintain workplace information	BSB07 Business Services V3

Unit Code	Unit Title	Training Package of Origin
BSBINM401A	Implement workplace information system	BSB07 Business Services V3
BSBINM501A	Manage an information or knowledge management system	BSB07 Business Services V3
BSBINM601A	Manage knowledge and information	BSB07 Business Services V3
BSBINN301A	Promote innovation in a team environment	BSB07 Business Services V3
BSBITS401B	Maintain business technology	BSB07 Business Services V6
BSBITU201A	Produce simple word processed documents	BSB07 Business Services V3
BSBITU202A	Create and use spreadsheets	BSB07 Business Services V3
BSBLED401A	Develop teams and individuals	BSB07 Business Services V3
BSBLED705A	Plan and implement a mentoring program	BSB07 Business Services V3
BSBLED706A	Plan and implement a coaching strategy	BSB07 Business Services V3
BSBLED707A	Establish career development services	BSB07 Business Services V3
BSBLED708A	Conduct a career development session	BSB07 Business Services V3
BSBLED709A	Identify and communicate trends in career development	BSB07 Business Services V3
BSBMGT401A	Show leadership in the workplace	BSB07 Business Services V3
BSBMGT402A	Implement operational plan	BSB07 Business Services V3
BSBMGT403A	Implement continuous improvement	BSB07 Business Services V3
BSBMGT404A	Lead and facilitate off site staff	BSB07 Business Services V3
BSBMGT515A	Manage operational plan	BSB07 Business Services V3
BSBMGT516C	Facilitate continuous improvement	BSB07 Business Services V6
BSBMGT605B	Provide leadership across the organisation	BSB07 Business Services V3

Unit Code	Unit Title	Training Package of Origin
BSBMGT608C	Manage innovation and continuous improvement	BSB07 Business Services V5
BSBMGT616A	Develop and implement strategic plans	BSB07 Business Services V3
BSBMKG401B	Profile the market	BSB07 Business Services V3
BSBMKG413A	Promote products and services	BSB07 Business Services V3
BSBMKG507A	Interpret market trends and developments	BSB07 Business Services V3
BSBMKG514A	Implement and monitor marketing activities	BSB07 Business Services V3
BSBOHS401B	Contribute to the implementation of a systematic approach to managing OHS	BSB07 Business Services V3
BSBPMG404A	Apply quality management techniques	BSB07 Business Services V3
BSBPMG407A	Apply risk management techniques	BSB07 Business Services V3
BSBPMG501A	Manage application of project integrative processes	BSB07 Business Services V3
BSBPMG502A	Manage project scope	BSB07 Business Services V3
BSBPMG504A	Manage project costs	BSB07 Business Services V3
BSBPMG508A	Manage project risk	BSB07 Business Services V3
BSBPMG509A	Manage project procurement	BSB07 Business Services V3
BSBPMG510A	Manage projects	BSB07 Business Services V3
BSBPMG601A	Direct the integration of projects	BSB07 Business Services V3
BSBPMG602A	Direct the scope of a project program	BSB07 Business Services V3
BSBPMG603A	Direct time management of a project program	BSB07 Business Services V3
BSBPMG604A	Direct cost management of a project program	BSB07 Business Services V3
BSBPMG605A	Direct quality management of a project program	BSB07 Business Services V3

Unit Code	Unit Title	Training Package of Origin
BSBPMG606A	Direct human resources management of a project program	BSB07 Business Services V3
BSBPMG607A	Direct communications management of a project program	BSB07 Business Services V3
BSBPMG608A	Direct risk management of a project program	BSB07 Business Services V3
BSBPMG609A	Direct procurement and contracting for a project program	BSB07 Business Services V3
BSBPRO401A	Develop product knowledge	BSB07 Business Services V3
BSBREL401A	Establish networks	BSB07 Business Services V3
BSBREL402A	Build client relationships and business networks	BSB07 Business Services V3
BSBREL701A	Develop and cultivate collaborative partnerships and relationships	BSB07 Business Services V3
BSBRSK401A	Identify risk and apply risk management processes	BSB07 Business Services V3
BSBRSK501A	Manage risk	BSB07 Business Services V3
BSBSLS502A	Lead and manage a sales team	BSB07 Business Services V3
BSBSMB301A	Investigate micro business opportunities	BSB07 Business Services V3
BSBSMB303A	Organise finances for the micro business	BSB07 Business Services V3
BSBSMB304A	Determine resource requirements for the micro business	BSB07 Business Services V3
BSBSMB305A	Comply with regulatory, taxation and insurance requirements for the micro business	BSB07 Business Services V3
BSBSMB306A	Plan a home-based business	BSB07 Business Services V3
BSBSMB307A	Set up information and communications technology for the micro business	BSB07 Business Services V3

Unit Code	Unit Title	Training Package of Origin
BSBSMB401A	Establish legal and risk management requirements of small business	BSB07 Business Services V3
BSBSMB403A	Market the small business	BSB07 Business Services V3
BSBSMB405B	Monitor and manage small business operations	BSB07 Business Services V6
BSBSMB406A	Manage small business finances	BSB07 Business Services V3
BSBSUS501A	Develop workplace policy and procedures for sustainability	BSB07 Business Services V3
BSBWOR204A	Use business technology	BSB07 Business Services V3
BSBWOR401A	Establish effective workplace relationships	BSB07 Business Services V3
BSBWOR402A	Promote team effectiveness	BSB07 Business Services V3
BSBWOR403A	Manage stress in the workplace	BSB07 Business Services V3
BSBWOR404B	Develop work priorities	BSB07 Business Services V3
BSBWOR501B	Manage personal work priorities and professional development	BSB07 Business Services V3
BSBWOR502B	Ensure team effectiveness	BSB07 Business Services V3
BSBWRK501A	Develop, manage and review campaigns and projects	BSB07 Business Services V3
BSBWRT401A	Write complex documents	BSB07 Business Services V3
CPPDSM3014A	Undertake property inspection	CPP07 Property Services V5.1
CPPDSM4010A	Lease property	CPP07 Property Services V5.1
CPPDSM4028A	Identify and analyse risks and opportunities in the property industry	CPP07 Property Services V5.1
CPPDSM4074A	Select and appoint contractors in the property industry	CPP07 Property Services V5.1
CPPDSM5002A	Advise on property investment strategy	CPP07 Property Services V5.1
CPPDSM5004A	Assess viability of regeneration options	CPP07 Property Services V5.1

Unit Code	Unit Title	Training Package of Origin
	in the property industry	
CPPDSM5005A	Contribute to a detailed property feasibility study	CPP07 Property Services V5.1
CPPDSM5010A	Determine needs of customer population in the property industry	CPP07 Property Services V5.1
CPPDSM5013A	Develop a tenancy mix strategy	CPP07 Property Services V5.1
CPPDSM5016A	Develop strata/community management agreement	CPP07 Property Services V5.1
CPPDSM5017A	Dispose of property	CPP07 Property Services V5.1
CPPDSM5019A	Identify and secure a property opportunity	CPP07 Property Services V5.1
CPPDSM5021A	Implement asset maintenance strategy	CPP07 Property Services V5.1
CPPDSM5022A	Implement asset management plan	CPP07 Property Services V5.1
CPPDSM5025A	Maintain public relations in property industry	CPP07 Property Services V5.1
CPPDSM5026A	Manage a consultant property project team	CPP07 Property Services V5.1
CPPDSM5029A	Manage client relationships and networks	CPP07 Property Services V5.1
CPPDSM5034A	Monitor performance of property or facility portfolio	CPP07 Property Services V5.1
CPPDSM5036A	Prepare tender documentation in the property industry	CPP07 Property Services V5.1
CPPDSM6001A	Determine viability of regeneration options in the property	CPP07 Property Services V5.1
CPPDSM6002A	Conduct a property investment feasibility study	CPP07 Property Services V5.1
CPPDSM6003A	Contract to invest in property	CPP07 Property Services V5.1
CPPDSM6004A	Determine performance of assets and facilities	CPP07 Property Services V5.1

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Unit Code	Unit Title	Training Package of Origin
CPPDSM6005A	Develop a property investment strategy	CPP07 Property Services V5.1
CPPDSM6007A	Develop life cycle asset management plan	CPP07 Property Services V5.1
CPPDSM6010A	Manage performance of property	CPP07 Property Services V5.1
CPPDSM6012A	Plan property portfolio management	CPP07 Property Services V5.1
CSCOFM304A	Protect the safety and welfare of young offenders	CSC07 Correctional Services V1
CSCSAS201A	Maintain security	CSC07 Correctional Services V1
CSCSAS206A	Respond to medical emergencies	CSC07 Correctional Services V1
CUFWRT301A	Write content for a range of media	CUF07 Screen and Media V1.1
FNSACC402A	Prepare operational budgets	FNS04 Financial Services V2
FNSACC505A	Implement and maintain internal control procedures	FNS10 Financial Services V2
FNSACCT505B	Establish and maintain accounting information systems	FNS10 Financial Services V2
FNSACM302A	Prepare, match and process receipts	FNS10 Financial Services V2
FNSACM303A	Process payment documentation	FNS10 Financial Services V2
FNSICACC304B	Prepare and bank receipts	FNS04 Financial Services V2
FNSICACC306B	Process journal entries	FNS04 Financial Services V2
FNSICGEN305B	Maintain daily financial/business records	FNS04 Financial Services V2
FNSICORG302B	Prepare reports for management	FNS04 Financial Services V2
HLFA412A	Apply advanced first aid	HLT07 Health V5
HLTAHW507B	Work effectively in social and emotional wellbeing	HLT07 Health V5

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Unit Code	Unit Title	Training Package of Origin
HLTAHW508B	Develop a healing framework for social and emotional wellbeing work	HLT07 Health V5
HLTAHW509B	Respond to loss, grief and trauma	HLT07 Health V5
HLTAP301B	Recognise healthy body systems in a health care context	HLT07 Health V5
HLTAP401B	Confirm physical health status	HLT07 Health V5
HLTAP501C	Analyse health information	HLT07 Health V5
HLTCOM509B	Provide services for people with a life challenging illness	HLT07 Health V5
HLTCOM510B	Provide services to clients with chronic diseases or conditions	HLT07 Health V5
HLTCPR211A	Perform CPR	HLT07 Health V5
HLTCSD203D	Prepare and maintain beds	HLT07 Health V5
HLTCSD208D	Transport clients	HLT07 Health V5
HLTCSD306D	Respond effectively to behaviours of concern	HLT07 Health V5
HLTCSD307D	Care for home environment of clients	HLT07 Health V5
HLTFA211A	Provide basic emergency life support	HLT07 Health V5
HLTFA302C	Provide first aid in remote situation	HLT07 Health V5
HLTFA311A	Apply first aid	HLT07 Health V5
HLTFA403C	Manage first aid in the workplace	HLT07 Health V5
HLTFS201D	Distribute meals and refreshments to clients	HLT07 Health V5
HLTFS204D	Provide ward or unit-based food preparation and distribution services	HLT07 Health V5
HLTFS205D	Perform kitchenware washing	HLT07 Health V5
HLTFS207C	Follow basic food safety practices	HLT07 Health V5

Unit Code	Unit Title	Training Package of Origin
HLTFS208D	Transport food	HLT07 Health V5
HLTFS302D	Prepare foods suitable for a range of food service settings	HLT07 Health V5
HLTFS309C	Oversee the day-to-day implementation of food safety in the workplace	HLT07 Health V5
HLTFS310C	Apply and monitor food safety requirements	HLT07 Health V5
HLTGM201D	Perform routine servicing of plant, equipment and machinery	HLT07 Health V5
HLTGM202C	Use hand and power tools	HLT07 Health V5
HLTGM203D	Perform minor general maintenance	HLT07 Health V5
HLTHIR403C	Work effectively with culturally diverse clients and co-workers	HLT07 Health V5
HLTHIR404D	Work effectively with Aboriginal and Torres Strait Islander people	HLT07 Health V5
HLTIN301C	Comply with infection control policies and procedures in health work	HLT07 Health V5
HLTMS201D	Collect and manage linen stocks at user-location	HLT07 Health V5
HLTMS206D	Perform general cleaning tasks in a clinical setting	HLT07 Health V5
HLTMS208D	Handle waste in a health care environment	HLT07 Health V5
HLTNA303D	Plan and modify meals and menus according to nutrition care plans	HLT07 Health V5
HLTNA304D	Plan meals and menus to meet cultural and religious needs	HLT07 Health V5
HLTOHS200B	Participate in OHS processes	HLT07 Health V5
HLTOHS300B	Contribute to OHS processes	HLT07 Health V5
HLTOHS401A	Maintain workplace OHS processes	HLT07 Health V5

Unit Code	Unit Title	Training Package of Origin
HLTOHS501A	Manage workplace OHS processes	HLT07 Health V5
HLTOHS601A	Improve workplace OHS processes	HLT07 Health V5
HLTPOP301C	Work effectively in the population health sector	HLT07 Health V5
HLTPOP302C	Contribute to working with the community to identify health needs	HLT07 Health V5
HLTPOP303C	Contribute to population health project planning	HLT07 Health V5
HLTPOP304C	Contribute to evaluating a population health project	HLT07 Health V5
HLTPOP307C	Provide information and support on environmental health issues	HLT07 Health V5
HLTPOP322B	Implement a disaster plan	HLT07 Health V5
HLTPOP405C	Use media to disseminate information	HLT07 Health V5
HLTPOP501C	Apply a population health framework	HLT07 Health V5
HLTPOP502C	Work with the community to identify health needs	HLT07 Health V5
HLTPOP503C	Plan a population health project	HLT07 Health V5
HLTPOP504C	Evaluate a population health project	HLT07 Health V5
HLTPOP505C	Build capacity to promote health	HLT07 Health V5
HLTPOP508C	Write a grant application	HLT07 Health V5
HLTPOP523C	Develop a disaster plan	HLT07 Health V5
HLTRAH302C	Undertake home visit	HLT07 Health V5
ICAICT101A	Operate a personal computer	ICA11 Information and Communications Technology V1
ICAICT103A	Use, communicate and search securely on the Internet	ICA11 Information and Communications Technology V1

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Unit Code	Unit Title	Training Package of Origin
ICAU1130B	Operate a spreadsheet application	ICA05 Information and Communications V3
ICAU1132B	Operate a presentation package	ICA05 Information and Communications V3
ICPMM263C	Access and use the Internet	ICP10 Printing and Graphic Arts V1
LGACOM502B	Devise and conduct community consultations	LGA04 Local Government V2
LMFFT4011B	Purchase materials and consumables	LMF02 Furnishing V5
PSPETHC301B	Uphold the values and principles of public service	PSP04 Public Sector V3
PSPETHC401A	Uphold and support the values and principles of public service	PSP04 Public Sector V3
PSPGOV201B	Work in a public sector environment	PSP04 Public Sector V3
PSPGOV405B	Provide input to change processes	PSP04 Public Sector V3
PSPGOV411A	Deal with conflict	PSP04 Public Sector V3
PSPGOV414A	Provide workplace mentoring	PSP04 Public Sector V3
PSPGOV417A	Identify and treat risks	PSP04 Public Sector V3
PSPGOV422A	Apply government processes	PSP04 Public Sector V3
PSPGOV517A	Coordinate risk management	PSP04 Public Sector V3
PSPGOV603B	Develop a tender submission response	PSP04 Public Sector V3
PSPLEGN301B	Comply with legislation in the public sector	PSP04 Public Sector V3
PSPMNGT605B	Manage diversity	PSP04 Public Sector V3
PSPPM501B	Design complex projects	PSP04 Public Sector V3
PSPPM502B	Manage complex projects	PSP04 Public Sector V3
PSPPM503B	Close complex projects	PSP04 Public Sector V3

Unit Code	Unit Title	Training Package of Origin
PSPPM504A	Carry out complex project activities	PSP04 Public Sector V3
PSPPM601B	Direct complex project activities	PSP04 Public Sector V3
PSPPOL402A	Assist with specialist policy development	PSP04 Public Sector V3
PSPPOL403A	Give and receive policy information	PSP04 Public Sector V3
PSPPOL404A	Support policy implementation	PSP04 Public Sector V3
PSPPROC414A	Manage contracts	PSP04 Public Sector V4.1
PSPPROC503B	Manage contract performance	PSP04 Public Sector V4.1
PSPPROC505A	Manage procurement risk	PSP04 Public Sector V4.1
PSPPROC506A	Plan to manage a contract	PSP04 Public Sector V4.1
PSPPROC607A	Manage strategic contracts	PSP04 Public Sector V4.1
PSPREG410B	Give evidence	PSP04 Public Sector V3
PUACOM009B	Manage media requirements at major incident	PUA00 Public Safety V7
PUACOM010B	Promote the organisation's mission and services	PUA00 Public Safety V7
PUADEFCH001B	Provide pastoral care	PUA00 Public Safety V7
PUADEFCH002C	Provide ethical and pastoral advice	PUA00 Public Safety V7
PUAEMR002B	Identify, analyse and evaluate risk	PUA00 Public Safety V7
PUAEMR009B	Facilitate emergency risk assessment	PUA00 Public Safety V7
PUAEMR010B	Undertake emergency planning	PUA00 Public Safety V7
PUAOPE002B	Operate communications systems and equipment	PUA00 Public Safety V7
PUAOPE004B	Conduct briefings/debriefings	PUA00 Public Safety V7
PUAOPE005B	Manage a multi team response	PUA00 Public Safety V7
PUAOPE006B	Control multi-agency emergency	PUA00 Public Safety V7

Unit Code	Unit Title	Training Package of Origin
	situations	
PUAOPE007B	Command agency personnel within a multi-agency emergency response	PUA00 Public Safety V7
PUAOPE008B	Coordinate resources within a multi-agency emergency response	PUA00 Public Safety V7
PUASAR001B	Participate in a rescue operation	PUA00 Public Safety V7
PUAVEH001B	Drive vehicles under operational conditions	PUA00 Public Safety V7
SIFFNL003A	Arrange funerals	SIF08 Funeral Services V1
SIFFNL009A	Plan and conduct a funeral ceremony	SIF08 Funeral Services V1
SIFIND001B	Work effectively in the funeral services industry	SIF08 Funeral Services V1.1
SIRXCCS001A	Apply point-of-sale handling procedures	SIR07 Retail Services V1.1
SIRXICT001A	Operate retail technology	SIR07 Retail Services V1.1
SIRXIND001A	Work effectively in a retail environment	SIR07 Retail Services V1.1
SIRXSLS001A	Sell products and services	SIR07 Retail Services V1.1
SISCCRD302A	Recruit and manage volunteers	SS10 Sport, Fitness and Recreation V1.3
SISCCRD303A	Facilitate inclusion for people with a disability	SS10 Sport, Fitness and Recreation V1.3
SISCCRO301A	Assist with recreation games not requiring equipment	SS10 Sport, Fitness and Recreation V1.3
SISCCRO303A	Plan and conduct a recreation program for older persons	SS10 Sport, Fitness and Recreation V1.3
SISCCRO304A	Plan and conduct disability recreation programs	SS10 Sport, Fitness and Recreation V1.3
SISXEMR402A	Coordinate emergency responses	SS10 Sport, Fitness and Recreation V1.3

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Unit Code	Unit Title	Training Package of Origin
SISXFAC405A	Plan and provide sport and recreational services	SS10 Sport, Fitness and Recreation V1.3
SISXIND405A	Conduct projects	SS10 Sport, Fitness and Recreation V1.3
SISXRIK001A	Undertake risk analysis of activities	SS10 Sport, Fitness and Recreation V1.3
SITXICT001A	Build and launch a website for a small business	SIT07 Tourism, Hospitality and Events V2
SRCCRD007B	Develop Recreation programs	SRC04 Community Recreation Industry V2
SRCCRO008B	Interact positively with infants, toddlers and parents in a recreation environment	SRC04 Community Recreation Industry V2
SROABL002B	Facilitate adventure-based learning activities	SRS03 Outdoor Recreation V2
SRSCOP001B	Prepare for public speaking	SRS03 Sports industry V2
SRXCAI004B	Plan a session or program for participants	SRC04 Community Recreation Industry V2
SRXCAI005B	Conduct a sport and recreation session for participants	SRC04 Community Recreation Industry V2
SRXCAI006B	Organise a sport and recreation program	SRC04 Community Recreation Industry V2
SRXGCSO01A	Create client relationship	SRC04 Community Recreation Industry V2
SRXGOV001B	Participate as a member of an effective Board of an organisation	SRC04 Community Recreation Industry V2
SRXGOV004B	Work effectively with the Board of an organisation	SRC04 Community Recreation Industry V2
TAEASS401B	Plan assessment activities and processes	TAE10 Training and Education V2
TAEASS402B	Assess competence	TAE10 Training and Education V2

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Unit Code	Unit Title	Training Package of Origin
TAEDEL301A	Provide work skill instruction	TAE10 Training and Education V1
TAEDEL401A	Plan, organise and deliver group-based learning	TAE10 Training and Education V1
TAEDEL402A	Plan, organise and facilitate learning in the workplace	TAE10 Training and Education V1
TAEDES401A	Design and develop learning programs	TAE10 Training and Education V1
TAEDES402A	Use training packages and accredited courses to meet client needs	TAE10 Training and Education V1

Summary mapping of CHC08 Version 3 Community Services Training Package to CHC08 Version 4 Community Services Training Package

CHC08 Version 3	CHC08 Version 4	Description	E/N
New Qualifications			
N/A	CHC42912 Certificate IV in Mental Health Peer Work	New qualification in V4	N
New Units			
N/A	CHCPW401A Apply peer work practices in the mental health sector	New unit in V4	N
N/A	CHCPW402A Contribute to continuous improvement of services for consumers and carers	New unit in V4	N
N/A	CHCPW403A Apply lived experience in	New unit in V4	N

CHC08 Version 3	CHC08 Version 4	Description	E/N
	mental health peer work		
N/A	CHCPW404A Work effectively in trauma informed care	New unit in V4	N
N/A	CHCPW405A Promote and facilitate self advocacy	New unit in V4	N
N/A	CHCPW406A Work effectively in consumer mental health peer work	New unit in V4	N
N/A	CHCPW407A Support self-directed physical health and wellbeing	New unit in V4	N
N/A	CHCPW408A Work effectively in carer mental health peer work	New unit in V4	N
N/A	CHCPW601A Establish and maintain mental health peer work	New unit in V4	N
N/A	CHCRCP401A Use telephone communication skills to assess caller's needs	New unit in V4	N
N/A	CHCRCP402A Conduct assessment of carer's needs	New unit in V4	N
N/A	CHCRCP403A Support carers to access information and services	New unit in V4	N
New Skill Sets			

CHC08 Version 3	CHC08 Version 4	Description	E/N
N/A	Assessment, carer support and respite coordination skill set (community services)	New skill set in V4 Includes the following units: • CHCRCP401A Use telephone communication skills to assess caller's needs • CHCRCP402A Conduct assessment of carer's needs • CHCRCP403A Support carers to access information and services	N
N/A	Management skill set to promote and establish a Mental Health Peer Workforce	New skill set in V4 Includes the following units: • CHCPW601A Establish and maintain mental health peer work • CHCORG406C Supervise work • CHCORG611C Lead and develop others in a community sector workplace	N
N/A	Mediation Skill Set	New skill set in V4. Includes the following units: • CHCMED411B Conduct a sound assessment of a dispute in preparation for mediation • CHCMED412B Gather and clarify information for the mediation process • CHCMED413B Manage communication processes to define the dispute • CHCMED414A Facilitate mediation processes • CHCMED415A Facilitate interaction between parties in mediation • CHCMED416C Consolidate and conclude the mediation process • CHCMED417B Reflect and improve upon professional mediation practice	N
N/A	Mental Health Peer	New skill set in V4	N

CHC08 Version 3	CHC08 Version 4	Description	E/N
	Leadership Skill Set	Includes the following units: • CHCORG627B Provide mentoring support to colleagues • CHCNET501C Work effectively with other services and networks • CHCORG611C Lead and develop others in a community sector	
Amended Qualifications			
CHC10208 Certificate I in Active Volunteering	CHC10212 Certificate I in Active Volunteering	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC20108 Certificate II in Community Services	CHC20112 Certificate II in Community Services	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC20208 Certificate II in Active Volunteering	CHC20212 Certificate II in Active Volunteering	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC30108 Certificate III in Community Services Work	CHC30112 Certificate III in Community Services Work	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC30208 Certificate III in Aged Care	CHC30212 Certificate III in Aged Care	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC30308 Certificate III in Home and Community Care	CHC30312 Certificate III in Home and Community Care	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC30508 Certificate III in Social Housing	CHC30512 Certificate III in Social Housing	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC30608 Certificate III in Active Volunteering	CHC30612 Certificate III in Active Volunteering	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
CHC30708 Certificate III in Children's Services	CHC30712 Certificate III in Children's Services	Updated in V4 Updated core unit HLTFA311A. Occupational title of 'child care worker' to 'childhood educator' and 'early childhood educator'. Updated core WHS unit. Equivalent vocational outcome.	E
CHC30808 Certificate III in Education Support	CHC30812 Certificate III in Education Support	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC30908 Certificate III in Employment Services	CHC30912 Certificate III in Employment Services	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC40208 Certificate IV in Home and Community Care	CHC40212 Certificate IV in Home and Community Care	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC40308 Certificate IV in Disability	CHC40312 Certificate IV in Disability	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC40408 Certificate IV in Alcohol and Other Drugs	CHC40412 Certificate IV in Alcohol and Other Drugs	Updated in V4 Updated core WHS unit. New unit CHCMH411A- Work with people with mental health issues added as Group B elective. Equivalent vocational outcome.	E
CHC40508 Certificate IV in Mental Health	CHC40512 Certificate IV in Mental Health	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC40908 Certificate IV in Social Housing	CHC40912 Certificate IV in Social Housing	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC41008 Certificate IV in	CHC41012 Certificate IV in Community	Updated in V4 Updated core WHS unit. Equivalent	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
Community Services Advocacy	Services Advocacy	vocational outcome.	
CHC41108 Certificate IV in Pastoral Care	CHC41112 Certificate IV in Pastoral Care	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC41208 Certificate IV in Children's Services (Outside school hours care)	CHC41212 Certificate IV in Children's Services (Outside school hours care)	Updated in V4 Updated core unit HLTFA311A. Updated core WHS unit. Equivalent vocational outcome.	E
CHC41408 Certificate IV in Child, Youth and Family Intervention (Residential and out of home care)	CHC41412 Certificate IV in Child, Youth and Family Intervention (Residential and out of home care)	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC41508 Certificate IV in Child, Youth and Family Intervention (Child protection)	CHC41512 Certificate IV in Child, Youth and Family Intervention (Child protection)	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC41608 Certificate IV in Child, Youth and Family Intervention (Family support)	CHC41612 Certificate IV in Child, Youth and Family Intervention (Family support)	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC41708 Certificate IV in Education Support	CHC41712 Certificate IV in Education Support	Updated in V4 Updated core WHS unit. Occupational title of 'child care worker' to 'childhood educator' and 'early childhood educator'. Equivalent vocational outcome.	E
CHC41808 Certificate IV in Youth Work	CHC41812 Certificate IV in Youth Work	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC41908 Certificate IV in	CHC41912 Certificate IV in Youth Justice	Updated in V4 Updated core WHS unit. Equivalent	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
Youth Justice		vocational outcome.	
CHC42008 Certificate IV in Employment Services	CHC42012 Certificate IV in Employment Services	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC42108 Certificate IV in Career Development	CHC42112 Certificate IV in Career Development	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC42208 Certificate IV in Telephone Counselling Skills	CHC42212 Certificate IV in Telephone Counselling Skills	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC42308 Certificate IV in Mediation	CHC42312 Certificate IV in Mediation	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC42408 Certificate IV in Relationship Education	CHC42412 Certificate IV in Relationship Education	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC42508 Certificate IV in Community Services (Information, advice and referral)	CHC42512 Certificate IV in Community Services (Information, advice and referral)	Updated in V4 New elective grouping for Assessment, carer support and respite coordination. Equivalent vocational outcome.	E
CHC42708 Certificate IV in Volunteer Program Coordination	CHC42712 Certificate IV in Volunteer Program Coordination	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC42810 Certificate IV in Community Services (Development and/or Humanitarian Assistance)	CHC42812 Certificate IV in Community Services (Development and/or Humanitarian Assistance)	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC50208 Diploma of Community Services (Alcohol	CHC50212 Diploma of Community Services (Alcohol and	Updated in V4 Updated core WHS unit. Updated wording of entry requirements.	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
and other drugs)	other drugs)	Equivalent vocational outcome.	
CHC50308 Diploma of Community Services (Mental health)	CHC50312 Diploma of Community Services (Mental health)	Updated in V4 Updated core WHS unit. Updated wording of entry requirements. Equivalent vocational outcome.	E
CHC50408 Diploma of Community Services (Alcohol, other drugs and mental health)	CHC50412 Diploma of Community Services (Alcohol, other drugs and mental health)	Updated in V4 Updated core WHS unit. Updated wording of entry requirements. Equivalent vocational outcome.	E
CHC50508 Diploma of Leisure and Health	CHC50512 Diploma of Leisure and Health	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC50608 Diploma of Community Services Work	CHC50612 Diploma of Community Services Work	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC50808 Diploma of Social Housing	CHC50812 Diploma of Social Housing	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC51508 Diploma of Youth Justice	CHC51512 Diploma of Youth Justice	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC51608 Diploma of Employment Services	CHC51612 Diploma of Employment Services	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC51708 Diploma of Counselling	CHC51712 Diploma of Counselling	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC51808 Diploma of Family Intake and Support Work	CHC51812 Diploma of Family Intake and Support Work	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC51908 Diploma of Relationship	CHC51912 Diploma of Relationship	Updated in V4 Updated core WHS unit. Equivalent	E

Summary mapping of CHC08 Version 3 Community Services Training Package to CHC08 Version 4 Community Services Training Package

Date this document was generated: 24 July 2014

CHC08 Version 3	CHC08 Version 4	Description	E/N
Education	Education	vocational outcome.	
CHC52208 Diploma of Community Services Coordination	CHC52212 Diploma of Community Services Coordination	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC52310 Diploma of Community Services (Development and/or Humanitarian Assistance)	CHC52312 Diploma of Community Services (Development and/or Humanitarian Assistance)	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
CHC60108 Advanced Diploma of Disability	CHC60112 Advanced Diploma of Disability	Updated in V4 Updated core WHS unit. Updated wording of entry requirements. Equivalent vocational outcome.	E
CHC60308 Advanced Diploma of Community Sector Management	CHC60312 Advanced Diploma of Community Sector Management	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E
Amended Units			
CHCOHS312B – Follow safety procedures for direct care work	CHCWHS312A – Follow WHS safety procedures for direct care work	Updated in V4. Changes to address new Work Health and Safety (WHS) legislation. Equivalent vocational outcome.	E
ISC Upgrades - Qualifications			
CHC51108 Diploma of Children's Contact Services Work	CHC51108 Diploma of Children's Contact Services Work	Updated in V4 Updated wording of entry requirements.	E
CHC51308 Diploma of Education Support	CHC51308 Diploma of Education Support	Updated in V4 Occupational title of 'child care worker' to 'childhood educator' and 'early childhood educator'.	E
CHC70108 Vocational Graduate	CHC70108 Vocational Graduate	Updated in V4 Updated wording of entry	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
Certificate in Community Services Practice (Statutory Child Protection)	Certificate in Community Services Practice (Statutory Child Protection)	requirements.	
CHC70208 Vocational Graduate Certificate in Community Services Practice (Client Assessment and Management)	CHC70208 Vocational Graduate Certificate in Community Services Practice (Client Assessment and Management)	Updated in V4

Updated wording of entry requirements. | E |
| CHC70308 Vocational Graduate Certificate in Career Development Practice | CHC70308 Vocational Graduate Certificate in Career Development Practice | Updated in V4

Updated wording of entry requirements. | E |
| CHC80108 Vocational Graduate Diploma of Community Services Management | CHC80108 Vocational Graduate Diploma of Community Services Management | Updated in V4

Updated wording of entry requirements. | E |
| CHC80208 Vocational Graduate Diploma of Relationship Counselling | CHC80208 Vocational Graduate Diploma of Relationship Counselling | Updated in V4

Updated wording of entry requirements. | E |
| CHC80308 Vocational Graduate Diploma of Family Dispute Resolution | CHC80308 Vocational Graduate Diploma of Family Dispute Resolution | Updated in V4

Updated wording of entry requirements. | E |
| **ISC Upgrades – Skill Sets** | | | |
| High Support and Complex Care – Aged Care | High Support and Complex Care – Aged Care | Updated in V4.

Amended unit of competency HLTFA311A. | E |
| High Support and Complex Care – Disability Work | High Support and Complex Care – Disability Work | Updated in V4.

Amended unit of competency HLTFA311A. | E |

CHC08 Version 3	CHC08 Version 4	Description	E/N
ISC Upgrades - Units			
CHCAC316C Provide food services	CHCAC316D Provide food 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.	E
CHCAC410A Collect technical data to support client health care plan	CHCAC410B Collect technical data to support client health care plan	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.	E
CHCAC412A Provide services to older people with complex needs	CHCAC412A Provide services to older people with complex 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.	E
CHCAD504A Provide advocacy and representation services	CHCAD504B Provide advocacy and representation services	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Formatting and grammatical corrections. Significant addition to Essential Skills – equivalent competency outcome.	E
CHCAD507D Plan and monitor service delivery plans	CHCAD507E Plan and monitor service delivery plans	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.	E
CHCAD603A Provide systems advocacy services	CHCAD603B Provide systems advocacy services	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and	E

Community Services and Health Industry Skills Council

CHC08 Version 3	CHC08 Version 4	Description	E/N
		replace with references to new WHS legislation. Formatting and grammatical corrections. Changes to Essential Knowledge, Essential Skills and Range Statement.	
CHCADMIN305E Work within the administration protocols of the organisation	CHCADMIN305F Work within the administration protocols of the 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.	E
CHCAOD406D Work with clients who are intoxicated	CHCAOD406E Work with clients who are intoxicated	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation Amended related unit HLTFA311A and HLTFA412A. No change to competency outcome.	E
CHCAOD407D Provide needle and syringe services	CHCAOD407E Provide needle and syringe services	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation Amended related unit HLTFA311A and HLTFA412A. No change to competency outcome.	E
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 updated in V4. 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	E

Community Services and Health Industry Skills Council

CHC08 Version 3	CHC08 Version 4	Description	E/N
CHCAOD409D Provide alcohol and/or other drug withdrawal services	CHCAOD409E Provide alcohol and/or other drug withdrawal services	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation Amended related unit HLTFA311A and HLTFA412A. No change to competency outcome.	E
CHCAOD411A Provide interventions for people with alcohol and other drug issues	CHCAOD411A Provide interventions for people with alcohol and other drug issues	Unit updated in V4. Amended related unit HLTFA311A and HLTFA412A. No change to competency outcome (no change to version identifier).	E
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	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation Amended related unit HLTFA311A and HLTFA412A. No change to competency outcome.	E
CHCAOD511B Provide advanced interventions to meet the needs of clients with alcohol and/or other drug issues	CHCAOD511C Provide advanced interventions to meet the needs of clients with alcohol and/or other drug issues	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.	E
CHCAOD512A Develop and implement a behaviour response plan	CHCAOD512B Develop and implement a behaviour response plan	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Formatting and grammatical corrections. Updated terminology 'challenging behaviour' to 'behaviours of concern'.	E
CHCCAR501B	CHCCAR501C	Unit updated in V4.	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
Conduct career guidance interview	Conduct career guidance interview	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	
CHCCD307C Support community resources	CHCCD307D Support community resources	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.	E
CHCCD401D Support community participation	CHCCD401E Support community participation	Unit updated in V4. 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.	E
CHCCD402A Develop and provide community education projects	CHCCD402B Develop and provide community education projects	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.	E
CHCCD404D Develop and implement community programs	CHCCD404E Develop and implement community programs	Unit updated in V4. 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.	E
CHCCD413D Work within specific communities	CHCCD413E Work within specific communities	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	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
		outcome.	
CHCCD420A Work to empower Aboriginal and/or Torres Strait Islander communities	CHCCD420B Work to empower Aboriginal and/or Torres Strait Islander communities	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.	E
CHCCD505D Develop community resources	CHCCD505E Develop community resources	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.	E
CHCCD508C Support community action	CHCCD508D Support community action	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.	E
CHCCD514A Implement community development strategies	CHCCD514B Implement community development strategies	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.	E
CHCCD515A Communicate effectively within a community development context	CHCCD515B Communicate effectively within a community development context	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.	E
CHCCD516A Work within organisation and government structures to enable community development outcomes	CHCCD516B Work within organisation and government structures to enable community development outcomes	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.	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
CHCCEL401B Work effectively in a celebrancy role	CHCCEL401C Work effectively in a celebrancy role	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.	E
CHCCH301B Work effectively in social housing	CHCCH301C Work effectively in social housing	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.	E
CHCCH410A Manage and maintain tenancy agreements and services	CHCCH410B Manage and maintain tenancy agreements and 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.	E
CHCCH419B Manage property maintenance implementation	CHCCH419C Manage property maintenance implementation	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.	E
CHCCH427A Work effectively with people experiencing or at risk of homelessness	CHCCH427B Work effectively with people experiencing or at risk of homelessness	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.	E
CHCCH428A Work effectively within the Australian housing system	CHCCH428B Work effectively within the Australian housing system	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.	E
CHCCH522A Undertake outreach	CHCCH522B Undertake outreach	Unit updated in V4.	E

Summary mapping of CHC08 Version 3 Community Services Training Package to CHC08 Version 4 Community Services Training Package

Date this document was generated: 24 July 2014

CHC08 Version 3	CHC08 Version 4	Description	E/N
work	work	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	
CHCCHILD301A Support behaviour of children and young people	CHCCHILD301B Support behaviour of children and young people	Unit updated in V4. Updated terminology 'challenging behaviour' to 'behaviours of concern'	E
CHCCHILD401A Identify and respond to children and young people at risk	CHCCHILD401B Identify and respond to children and young people at risk	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.	E
CHCCHILD404A Support the rights and safety of children and young people	CHCCHILD404B Support the rights and safety of children and young people	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.	E
CHCCHILD504B Assess risk of harm to children and young people	CHCCHILD504C Assess risk of harm to children and young people	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.	E
CHCCM402D Establish and monitor a case plan	CHCCM402E Establish and monitor a case plan	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.	E
CHCCM504C Promote high quality case management	CHCCM504D Promote high quality case management	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	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
		outcome.	
CHCCM506B Undertake case management in a child protection framework	CHCCM506C Undertake case management in a child protection framework	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.	E
CHCCM701A Undertake advanced client assessments	CHCCM701B Undertake advanced client assessments	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.	E
CHCCM702A Implement goal directed care planning	CHCCM702B Implement goal directed care planning	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.	E
CHCCM705B Work effectively with carers and families in complex situations	CHCCM705C Work effectively with carers and families in complex situations	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.	E
CHCCN301B Ensure the health and safety of children	CHCCN301C Ensure the health and safety of children	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.	E
CHCCN511A Establish and maintain a safe and healthy environment for children	CHCCN511B Establish and maintain a safe and healthy environment for children	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.	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
CHCCOM302C Communicate appropriately with clients and colleagues	CHCCOM302D Communicate appropriately with clients and colleagues	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.	E
CHCCOM504A Develop, implement and promote effective workplace communication	CHCCOM504B Develop, implement and promote effective workplace communication	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.	E
CHCCONS401B Facilitate changeover	CHCCONS401C Facilitate changeover	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.	E
CHCCONS402B Facilitate and monitor contact	CHCCONS402C Facilitate and monitor contact	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.	E
CHCCONS403B Support families to develop relationships	CHCCONS403C Support families to develop relationships	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.	E
CHCCONS504B Assist families to self manage contact	CHCCONS504C Assist families to self manage contact	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.	E
CHCCS211A Prepare for work in	CHCCS211B Prepare for work in the	Unit updated in V4.	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
the community sector	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.	
CHCCS305B Assist clients with medication	CHCCS305C Assist clients with medication	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.	E
CHCCS311C Deliver and monitor services to clients	CHCCS311D Deliver and monitor services to clients	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.	E
CHCCS400B Work within a relevant legal and ethical framework	CHCCS400C Work within a relevant legal and ethical framework	Unit updated in V4. 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.	E
CHCCS401B Facilitate responsible behaviour	CHCCS401C Facilitate responsible behaviour	Unit updated in V4. 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.	E
CHCCS403B Provide brief intervention	CHCCS403C Provide brief intervention	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	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
		outcome.	
CHCCS407B Operate referral procedures	CHCCS407C Operate referral procedures	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.	E
CHCCS411B Work effectively in the community sector	CHCCS411C Work effectively in the community sector	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.	E
CHCCS412D Deliver and develop client services	CHCCS412E Deliver and develop client 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.	E
CHCCS413A Support individuals with autism spectrum disorder	CHCCS413B Support individuals with autism spectrum disorder	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.	E
CHCCS416A Assess and provide services for clients with complex needs	CHCCS416B Assess and provide services for clients with complex needs	Unit updated in V4. 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.	E
CHCCS417A Provide support and care relating to suicide bereavement	CHCCS417B Provide support and care relating to suicide bereavement	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	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
		outcome.	
CHCCS419B Provide support services to clients	CHCCS419C Provide support services to clients	Unit updated in V4.

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. | E |
| CHCCS421A Undertake community sector work within own community | CHCCS421B Undertake community sector work within own community | 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. | E |
| CHCCS422A Respond holistically to client issues and refer appropriately | CHCCS422B Respond holistically to client issues and refer appropriately | Unit updated in V4.

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. | E |
| CHCCS424A Administer and monitor medications | CHCCS424B Administer and monitor medications | 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. | E |
| CHCCS425A Support health professional | CHCCS425B Support health professional | 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. | E |
| CHCCS426A Provide support and care relating to loss | CHCCS426B Provide support and care relating to loss and | Unit updated in V4.

ISC upgrade changes to remove references to old OHS legislation and | E |

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CHC08 Version 3	CHC08 Version 4	Description	E/N
and grief	grief	replace with references to new WHS legislation. No change to competency outcome.	
CHCCS427A Facilitate adult learning and development	CHCCS427B Facilitate adult learning and development	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.	E
CHCCS500A Conduct complex assessment and referral	CHCCS500B Conduct complex assessment and referral	Unit updated in V4. Updated terminology 'challenging behaviour' to 'behaviours of concern'	E
CHCCS502B Maintain legal and ethical work practices	CHCCS502C Maintain legal and ethical work practices	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.	E
CHCCS503A Develop, implement and review services and programs to meet client needs	CHCCS503B Develop, implement and review services and programs to meet client 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.	E
CHCCS504A Provide services to clients with complex needs	CHCCS504B Provide services to clients with complex needs	Unit updated in V4. 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.	E
CHCCS505A Provide supervision support to community sector workers	CHCCS505B Provide supervision support to community sector workers	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	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
		outcome.	
CHCCS512B Develop a service delivery strategy	CHCCS512C Develop a service delivery strategy	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.	E
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.	E
CHCCS514A Recognise and respond to individuals at risk	CHCCS514B Recognise and respond to individuals at risk	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.	E
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.	E
CHCCS522A Address complex legal and ethical issues in professional practice	CHCCS522B Address complex legal and ethical issues in professional practice	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.	E
CHCCS601B Work with clients with unique needs	CHCCS601C Work with clients with unique needs	Unit updated in V4 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	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
		'behaviours of concern'. No change to competency outcome.	
CHCCS604A Manage the delivery of quality services to clients	CHCCS604B Manage the delivery of quality services to clients	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.	E
CHCCS607D Coordinate in-service assessment and response to address client needs	CHCCS607E Coordinate in-service assessment and response to address client 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.	E
CHCCSL503A Facilitate the counselling relationship	CHCCSL503B Facilitate the counselling relationship	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.	E
CHCCSL505A Apply learning theories in counselling	CHCCSL505A Apply learning theories in counselling	Unit updated in V4. Formatting and grammatical corrections. Minor changes to content. No change to competency outcome (no change to version identifier).	E
CHCCSL507A Support clients in decision-making processes	CHCCSL507B Support clients in decision-making 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.	E
CHCCSL508A Apply legal and ethical responsibilities in counselling practice	CHCCSL508B Apply legal and ethical responsibilities in counselling practice	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.	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
CHCDFV509C Work with users of violence to effect change	CHCDFV509D Work with users of violence to effect change	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.	E
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.	E
CHCDFV811B Respond to domestic and family violence in family work	CHCDFV811C Respond to domestic and family violence in family work	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.	E
CHCDFV818B Provide programs for people who have been subject to domestic and family violence	CHCDFV818C Provide programs for people who have been subject to domestic and family violence	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.	E
CHCDHA401A Work effectively in the development and/or humanitarian assistance sector	CHCDHA401B Work effectively in the development and/or humanitarian assistance sector	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.	E
CHCDHA402A Maintain wellbeing in a field environment	CHCDHA402B Maintain wellbeing in a field 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.	E
CHCDHA403A Apply knowledge of	CHCDHA403B Apply knowledge of	Unit updated in V4.	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
humanitarian assistance project work	humanitarian assistance project work	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	
CHCDHA405A Apply knowledge of development program work	CHCDHA405B Apply knowledge of development program work	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.	E
CHCDHA410A Adapt and apply technical knowledge in a development context	CHCDHA410B Adapt and apply technical knowledge in a development context	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.	E
CHCDHA412A Use a capacity building approach in development work	CHCDHA412B Use a capacity building approach in development work	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.	E
CHCDHA501A Manage work in the development and/or humanitarian assistance sector	CHCDHA501B Manage work in the development and/or humanitarian assistance sector	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.	E
CHCDHA502A Manage humanitarian assistance operations	CHCDHA502B Manage humanitarian assistance operations	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.	E
CHCDHA505A Develop and manage implementation plans	CHCDHA505B Develop and manage implementation plans	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
		replace with references to new WHS legislation. No change to competency outcome.	
CHCDIS301B Work effectively with people with a disability	CHCDIS301C Work effectively with people with a disability	Unit updated in V4. 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.	E
CHCDIS408C Support people with disabilities as workers	CHCDIS408D Support people with disabilities as workers	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.	E
CHCDIS409A Provide services to people with disabilities with complex needs	CHCDIS409B Provide services to people with disabilities with complex 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.	E
CHCDIS509D Maximise participation in work by people with disabilities	CHCDIS509E Maximise participation in work by people with disabilities	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.	E
CHCEDS301A Comply with legislative, policy and industrial requirements in the education environment	CHCEDS301B Comply with legislative, policy and industrial requirements in the education 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.	E
CHCEDS317A Communicate with	CHCEDS317B Communicate with	Unit updated in V4.	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
parents, students and colleagues in Aboriginal or Torres Strait Islander language	parents, students and colleagues in Aboriginal or Torres Strait Islander language	Updated terminology 'challenging behaviour' to 'behaviours of concern'. No change to competency outcome.	
CHCEDS318A Work effectively as an Aboriginal or Torres Strait Islander education worker	CHCEDS318B Work effectively as an Aboriginal or Torres Strait Islander education worker	Unit updated in V4. Updated terminology 'challenging behaviour' to 'behaviours of concern'. No change to competency outcome.	E
CHCEDS320A Set up and sustain individual and small group learning areas	CHCEDS320B Set up and sustain individual and small group learning areas	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.	E
CHCEDS321A Use an e-learning management system	CHCEDS321B Use an e-learning management system	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.	E
CHCEDS330A Support learning for students with disabilities in a classroom environment	CHCEDS330B Support learning for students with disabilities in a classroom environment	Unit updated in V4. 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.	E
CHCEDS331A Contribute to the health and safety of students	CHCEDS331B Contribute to the health and safety of students	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.	E
CHCEDS403A Promote and	CHCEDS403B Promote and	Unit updated in V4.	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
implement Aboriginal and/or Torres Strait Islander language and culture programs	implement Aboriginal and/or Torres Strait Islander language and culture programs	Updated terminology 'challenging behaviour' to 'behaviours of concern'. No change to competency outcome.	
CHCEDS411A Use high-level communication skills in the education workplace	CHCEDS411B Use high-level communication skills in the education 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.	E
CHCEDS412A Contribute to continuous improvement processes within the education environment	CHCEDS412B Contribute to continuous improvement processes within the education 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.	E
CHCEDS416A Use educational strategies to support Aboriginal and/or Torres Strait Islander education	CHCEDS416B Use educational strategies to support Aboriginal and/or Torres Strait Islander education	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.	E
CHCEDS418A Deliver elements of teaching and learning programs	CHCEDS418B Deliver elements of teaching and learning programs	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.	E
CHCEDS419A Support flexible learning in an education environment	CHCEDS419B Support flexible learning in an education 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.	E
CHCEDS424A Facilitate learning for students with	CHCEDS424B Facilitate learning for students with	Unit updated in V4. Changes to terminology 'challenging/difficult behaviour' to	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
intellectual disabilities	intellectual disabilities	'behaviours of concern'. No change to competency outcome.	
CHCEDS429A Coordinate e-learning programs	CHCEDS429B Coordinate e-learning programs	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.	E
CHCEDS502A Foster and support an effective learning environment	CHCEDS502B Foster and support an effective learning 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.	E
CHCEDS508A Assist in leading a small team in an education environment	CHCEDS508B Assist in leading a small team in an education 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.	E
CHCEDS514A Support learning and implementation of responsible behaviour	CHCEDS514B Support learning and implementation of responsible behaviour	Unit updated in V4. 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.	E
CHCER301A Deliver emergency relief services	CHCER301B Deliver emergency relief 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.	E
CHCES303B Use labour market information	CHCES303C Use labour market information	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
		legislation. No change to competency outcome.	
CHCES402B Deliver Australian Apprenticeships services	CHCES402C Deliver Australian Apprenticeships 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.	E
CHCES502B Research and report on labour market information	CHCES502C Research and report on labour market information	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.	E
CHCES511A Manage contracted employment services	CHCES511B Manage contracted employment 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.	E
CHCFAM504B Respond to and contain critical incidents	CHCFAM504C Respond to and contain critical incidents	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.	E
CHCFIN504A Work effectively in rural financial counselling	CHCFIN504B Work effectively in rural financial counselling	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.	E
CHCHC311B Work effectively in home and community care	CHCHC311C Work effectively in home and community care	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.	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
CHCHC401B Coordinate and monitor home based support	CHCHC401C Coordinate and monitor home-based support	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.	E
CHCIC303A Work within a regulatory framework specific to children's services	CHCIC303B Work within a regulatory framework specific to children's 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.	E
CHCIC501A Manage children's services workplace practice to address regulations and quality assurance	CHCIC501B Manage children's services workplace practice to address regulations and quality assurance	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.	E
CHCICS301A Provide support to meet personal care needs	CHCICS301B Provide support to meet personal care 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.	E
CHCICS302A Participate in the implementation of individualised plans	CHCICS302B Participate in the implementation of individualised plans	Unit updated in V4. 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.	E
CHCICS303A Support individual health and emotional wellbeing	CHCICS303A Support individual health and emotional wellbeing	Unit updated in V4. Formatting and grammatical corrections. No change to competency outcome (no change to version identifier).	E

Summary mapping of CHC08 Version 3 Community Services Training Package to CHC08 Version 4 Community Services Training Package

Date this document was generated: 24 July 2014

CHC08 Version 3	CHC08 Version 4	Description	E/N
CHCICS305A Provide behaviour support in the context of individualised plans	CHCICS305B Provide behaviour support in the context of individualised plans	Unit updated in V4. 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.	E
CHCICS401A Facilitate support for personal care needs	CHCICS401B Facilitate support for personal care needs	Unit updated in V4. Formatting and grammatical corrections. No change to competency outcome ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	E
CHCICS402A Facilitate individualised plans	CHCICS402B Facilitate individualised plans	Unit updated in V4. 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.	E
CHCICS404A Plan and provide advanced behaviour support	CHCICS404B Plan and provide advanced behaviour support	Unit updated in V4. 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.	E
CHCICS405A Facilitate groups for individual outcomes	CHCICS405B Facilitate groups for individual outcomes	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS	E

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CHC08 Version 3	CHC08 Version 4	Description	E/N
		legislation. No change to competency outcome.	
CHCICS406A Support client self management	CHCICS406B Support client self-management	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.	E
CHCICS407A Support positive lifestyle	CHCICS407B Support positive lifestyle	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.	E
CHCICS408A Provide support to people with chronic disease	CHCICS408B Provide support to people with chronic disease	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.	E
CHCINF302C Maintain the organisation's information systems	CHCINF302D Maintain the organisation's information systems	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.	E
CHCINF403D Coordinate information systems	CHCINF403E Coordinate information systems	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.	E
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.	E

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CHC08 Version 3	CHC08 Version 4	Description	E/N
CHCINF604C Manage the organisation's information systems	CHCINF604D Manage the organisation's information systems	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.	E
CHCLD514A Analyse impacts of sociological factors on clients in community work and services	CHCLD514B Analyse impacts of sociological factors on clients in community work and 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.	E
CHCMED411A Conduct a sound assessment of a dispute in preparation for mediation	CHCMED411B Conduct a sound assessment of a dispute in preparation for mediation	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.	E
CHCMED412A Gather and clarify information for the mediation process	CHCMED412B Gather and clarify information for the mediation process	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.	E
CHCMED413A Manage communication processes to define the dispute	CHCMED413B Manage communication processes to define the dispute	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.	E
CHCMED416B Consolidate and conclude the mediation process	CHCMED416C Consolidate and conclude the mediation process	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.	E
CHCMH301B Work effectively in mental	CHCMH301C Work effectively in mental	Unit updated in V4.	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
health	health	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	
CHCMH402A Apply understanding of mental health issues and recovery processes	CHCMH402B Apply understanding of mental health issues and recovery processes	Unit updated in V4. 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.	E
CHCMH404A Conduct assessment and planning as part of the recovery process	CHCMH404B Conduct assessment and planning as part of the recovery process	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Formatting and grammatical corrections. Minor changes to range statement and formatting. No change to competency outcome.	E
CHCMH408B Provide interventions to meet the needs of consumers with mental health and AOD issues	CHCMH408C Provide interventions to meet the needs of consumers with mental health and AOD issues	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.	E
CHCMH504D Provide a range of services to people with mental health issues	CHCMH504E Provide a range of services to people with mental health issues	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.	E
CHCNAN301A Attend to daily functions in home	CHCNAN301B Attend to daily functions in home	Unit updated in V4. ISC upgrade changes to remove	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
based child care	based child care	references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	
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.	E
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.	E
CHCNET501B Work effectively with other services and networks	CHCNET501C Work effectively with other services and 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.	E
CHCNET503C Develop new networks	CHCNET503D Develop new 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.	E
CHCOHC303A Use basic oral health screening tools	CHCOHC303B Use basic oral health screening tools	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.	E
CHCOHC406A Provide or assist with oral hygiene	CHCOHC406B Provide or assist with oral hygiene	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
		legislation. No change to competency outcome.	
CHCOHC407A Apply and manage use of basic oral health products	CHCOHC407B Apply and manage use of basic oral health products	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.	E
CHCORG201B Follow policies, procedures and programs of the organisation	CHCORG201C Follow policies, procedures and programs of the 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.	E
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.	E
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.	E
CHCORG406B Supervise work	CHCORG406C Supervise work	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.	E
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.	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
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.	E
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.	E
CHCORG605A Manage human resources in a community sector organisation	CHCORG605B Manage human resources in 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.	E
CHCORG607C Manage workplace issues	CHCORG607D Manage workplace issues	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.	E
CHCORG608D Establish and manage new programs or services	CHCORG608E Establish and manage new programs or 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.	E
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.	E
CHCORG614B Manage a	CHCORG614C Manage a community	Unit updated in V4.	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
community sector organisation	sector organisation	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	
CHCORG619C Manage quality of organisation's service delivery outcomes	CHCORG619D Manage quality of organisation's service delivery outcomes	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.	E
CHCORG620C Promote and represent the service	CHCORG620D Promote and represent the service	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.	E
CHCORG621C Act as a resource to other services	CHCORG621D Act as a resource to 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.	E
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.	E
CHCORG701B Provide leadership as a practitioner in community services	CHCORG701C Provide leadership as a practitioner in community 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.	E
CHCPAS401A Undertake pastoral care work	CHCPAS401B Undertake pastoral care work	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	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
		outcome.	
CHCPOL402B Contribute to policy development	CHCPOL402C Contribute to policy development	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.	E
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.	E
CHCPR301B Provide experiences to support children's play and learning	CHCPR301C Provide experiences to support children's play and learning	Unit updated in V4. 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.	E
CHCPR614C Observe children and interpret observations	CHCPR614C Observe children and interpret observations	Unit updated in V4. Formatting and grammatical corrections. No change to competency outcome (no change to version identifier).	E
CHCPROM401B Share health information	CHCPROM401C Share health information	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.	E
CHCPROT405D Provide supervision in the community	CHCPROT405E Provide supervision in the community	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.	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
CHCPROT407D Provide supervision in a secure system	CHCPROT407E Provide supervision in a secure system	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.	E
CHCPROT409D Provide primary residential care	CHCPROT409E Provide primary residential care	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.	E
CHCPROT422A Undertake child protection work within an Aboriginal and/or Torres Strait Islander framework	CHCPROT422B Undertake child protection work within an Aboriginal and/or Torres Strait Islander framework	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.	E
CHCPROT423A Support transition from care	CHCPROT423B Support transition from care	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.	E
CHCPROT502D Undertake and implement planning with at-risk children and young people and their families	CHCPROT502E Undertake and implement planning with at-risk children and young people and their families	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.	E
CHCPROT510D Support the progress and development of young people	CHCPROT510E Support the progress and development of young people	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.	E
CHCPROT526A Work in a child	CHCPROT526B Work in a child	Unit updated in V4.	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
protection environment	protection environment	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.	
CHCPROT603A Plan and manage provision of out of home care	CHCPROT603B Plan and manage provision of out of home care	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.	E
CHCPROT703A Facilitate incident prevention strategies in child protection work	CHCPROT703B Facilitate incident prevention strategies in child protection work	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.	E
CHCRH401B Work effectively in the leisure and health industry	CHCRH401C Work effectively in the leisure and health industry	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.	E
CHCRH402A Undertake leisure and health programming	CHCRH402B Undertake leisure and health programming	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.	E
CHCRH404A Plan, implement and monitor leisure and health programs	CHCRH404B Plan, implement and monitor leisure and health programs	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.	E
CHCRH405A Plan leisure and health programs for clients	CHCRH405B Plan leisure and health programs for clients	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
with complex needs	with complex needs	replace with references to new WHS legislation. No change to competency outcome.	
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.	E
CHCRH504A Coordinate planning, implementation and monitoring of leisure and health programs	CHCRH504B Coordinate planning, implementation and monitoring of leisure and health programs	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.	E
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.	E
CHCTC301B Deliver a service consistent with the organisation's mission and values	CHCTC301C Deliver a service consistent with the organisation's mission and values	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.	E
CHCTC302A Provide client-centred telephone counselling	CHCTC302B Provide client-centred telephone counselling	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.	E
CHCTC403A Provide telephone counselling in crisis situations	CHCTC403B Provide telephone counselling in crisis situations	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	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
		outcome.	
CHCTC404A Provide competent suicide intervention in a telephone counselling context	CHCTC404B Provide competent suicide intervention in a telephone counselling context	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.	E
CHCVOL201A Be an effective volunteer	CHCVOL201B Be an effective volunteer	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.	E
CHCYJ401A Work in the youth justice environment	CHCYJ401B Work in the youth justice 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.	E
CHCYJ403A Prepare young people for reintegration	CHCYJ403B Prepare young people for reintegration	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.	E
CHCYTH402B Work effectively with young people in the youth work context	CHCYTH402C Work effectively with young people in the youth work context	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.	E
CHCYTH403B Support young people to create opportunities in their lives	CHCYTH403C Support young people to create opportunities in their lives	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.	E

CHC08 Version 3	CHC08 Version 4	Description	E/N
CHCYTH404D Support young people in crisis	CHCYTH404E Support young people in crisis	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.	E
CHCYTH407D Respond to critical situations	CHCYTH407E Respond to critical situations	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.	E
CHCYTH505D Support youth programs	CHCYTH505E Support youth programs	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.	E
CHCYTH506A Provide services for young people appropriate to their needs and circumstances	CHCYTH506B Provide services for young people appropriate to their needs and circumstances	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.	E
CHCYTH608C Manage service response to young people in crisis	CHCYTH608D Manage service response to young people in crisis	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.	E

Summary mapping of CHC02 Community Services Training Package to CHC08 Version 4 Community Services Training Package

1. Mapping of qualifications

CHC02 Code	Qualification Title	CHC08 Version 4 Code	Qualification Title	Changes to qualifications	Equivalence
PATHWAY QUALIFICATIONS					
CHC10102	Certificate I in Work Preparation (Community Services)	CHC10108	Certificate I in Work Preparation (Community Services)	Minor change to units of competency	Equivalent competency outcome
CHC20102 CHC20202 CHC20302	Certificate II in Community Services Support Work Certificate II in Community Services Work Certificate II in Community Services (First Point of Contact)	CHC20108	Certificate II in Community Services	Combined to form a single Certificate II entry into Community Services	Not equivalent
CHC30802	Certificate III in Community Services Work	CHC30108	Certificate III in Community Services Work	Moderate changes to structure and units of competency	Not equivalent

CHC02 Code	Qualification Title	CHC08 Code	Qualification Title	Changes to qualifications	Equivalence
INDIVIDUAL CLIENT SUPPORT QUALIFICATIONS					
CHC30102	Certificate III in Aged Care Work	CHC30208	Certificate III in Aged Care	Restructured qualification	Not equivalent
CHC40102	Certificate IV in Aged Care Work	CHC40108	Certificate IV in Aged Care	Restructured qualification	Not equivalent
CHC30202	Certificate III in Home and	CHC30308	Certificate III in Home and	Restructured qualification	Not equivalent

CHC02 Code	Qualification Title	CHC08 Code	Qualification Title	Changes to qualifications	Equivalence
INDIVIDUAL CLIENT SUPPORT QUALIFICATIONS					
	Community Care		Community Care		
		CHC40208	Certificate IV in Home and Community Care	New qualification	
CHC30302	Certificate III in Disability Work	CHC30408	Certificate III in Disability	Restructured qualification	Not equivalent
CHC40302	Certificate IV in Disability Work	CHC40308	Certificate IV in Disability	Restructured qualification	Not equivalent
CHC50102	Diploma of Disability Work	CHC50108	Diploma of Disability	Moderate changes to structure and units of competency	Not equivalent
CHC60102	Advanced Diploma of Disability Work	CHC60108	Advanced Diploma of Disability	Minor changes	Equivalent competency outcome
CHC41702	Certificate IV in Alcohol and Other Drugs Work	CHC40408	Certificate IV in Alcohol and Other Drugs	Restructured qualification	Not equivalent
CHC41102	Certificate IV in Mental Health Work (Non-clinical)	CHC40508	Certificate IV in Mental Health	Restructured qualification	Not equivalent
		CHC42912	Certificate IV in Mental Health Peer Work	New qualification	Not equivalent

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CHC02 Code	Qualification Title	CHC08 Code	Qualification Title	Changes to qualifications	Equivalence
INDIVIDUAL CLIENT SUPPORT QUALIFICATIONS					
CHC51102	Diploma of Alcohol and other Drugs Work	CHC50208 CHC50308 CHC50408	Diploma of Community Services (Alcohol and other drugs) Diploma of Community Services (Mental health) Diploma of Community Services (Alcohol, other drugs and mental health)	New qualifications	Not equivalent
CHC41602	Certificate IV in Community Services (Lifestyle and Leisure)	CHC40608	Certificate IV in Leisure and Health	Moderate changes to structure and units of competency	Not equivalent
CHC50802	Diploma of Community Services (Lifestyle and Leisure)	CHC50508	Diploma of Leisure and Health	Significant changes to structure and units of competency	Not equivalent

CHC02 Code	Qualification Title	CHC08 Code	Qualification Title	Changes to qualifications	Equivalence
COMMUNITY SERVICES AND DEVELOPMENT QUALIFICATIONS					
CHC40902	Certificate IV in Community Services Work	CHC40708	Certificate IV in Community Services Work	Moderate changes to structure and units of competency	Not equivalent
CHC50702	Diploma of Community	CHC50608	Diploma of Community	Significant changes to	Not equivalent

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CHC02 Code	Qualification Title	CHC08 Code	Qualification Title	Changes to qualifications	Equivalence
COMMUNITY SERVICES AND DEVELOPMENT QUALIFICATIONS					
	Welfare Work		Services Work	structure and units of competency	
CHC60302	Advanced Diploma of Community Services Work			Removed – replaced by Advanced Diploma of Community Sector Management	
CHC51602	Diploma of Community Services Management			Removed	
CHC41902	Certificate IV in Community Development	CHC40808	Certificate IV in Community Development	Moderate changes to units of competency	Not equivalent
CHC51402	Diploma of Community Development	CHC50708	Diploma of Community Development	Significant changes to structure and units of competency	Not equivalent
CHC51502	Diploma of Community Education			Removed – key UoC available as elective	
CHC30702	Certificate III in Social Housing	CHC30508	Certificate III in Social Housing	Significant changes to structure and units of competency	Not equivalent
CHC40802	Certificate IV in Social Housing	CHC40908	Certificate IV in Social Housing	Significant changes to structure and units of competency	Not equivalent
CHC50602	Diploma of	CHC50808	Diploma of	Significant	Not

CHC02 Code	Qualification Title	CHC08 Code	Qualification Title	Changes to qualifications	Equivalence
COMMUNITY SERVICES AND DEVELOPMENT QUALIFICATIONS					
	Social Housing		Social Housing	changes to structure and units of competency	equivalent
CHC41202	Certificate IV in Community Services Advocacy	CHC41008	Certificate IV in Community Services Advocacy	Minor changes	Equivalent competency outcome
		CHC10208	Certificate I in Active Volunteering	New qualification	
		CHC20208	Certificate II in Active Volunteering	New qualification	
		CHC30608	Certificate III in Active Volunteering	New qualification	
		CHC41108	Certificate IV in Pastoral Care	New qualification	
		CHC42810	Certificate IV in Community Services (Development and/or Humanitarian Assistance)	New qualification	
		CHC52310	Diploma of Community Services (Development and/or Humanitarian Assistance)	New qualification	

CHC02 Code	Qualification Title	CHC08 Code	Qualification Title	Changes to qualifications	Equivalence
CHILDREN'S AND YOUTH SERVICES QUALIFICATIONS					
CHC30402	Certificate III in Children's Services	CHC30708	Certificate III in Children's Services	Significant changes to structure and units of competency	Not equivalent
		CHC30712	Certificate III in Children's Services	Updated core unit HLTFA311A	Equivalent competency outcome
CHC40402	Certificate IV in Out of School Hours Care	CHC41208	Certificate IV in Children's Services (Outside school hours care)	Significant changes to structure and units of competency	Not equivalent
		CHC41212	Certificate IV in Children's Services (Outside school hours care)	Updated core uni HLTFA311A	Equivalent competency outcome

CHC02 Code	Qualification Title	CHC08 Code	Qualification Title	Changes to qualifications	Equivalence
CHILDREN'S AND YOUTH SERVICES QUALIFICATIONS					
CHC50302	Diploma of Children's Services	CHC50908	Diploma of Children's Services (Early childhood education and care)	Significant changes to structure and units of competency	Not equivalent
CHC50202	Diploma of Out of School Hours Care	CHC51008	Diploma of Children's Services (Outside school hours care)	Significant changes to structure and units of competency	Not equivalent
CHC60202	Advanced Diploma of Children's Services	CHC60208	Advanced Diploma of Children's Services	Significant changes to structure and units of competency	Not equivalent
CHC30602	Certificate III in Youth Work			Elective group in Cert III Community Services Work	
CHC42207	Certificate IV in Children's Contact Service Work	CHC41308	Certificate IV in Children's Contact Services Work	No change	Equivalent competency outcome
CHC51807	Diploma of Children's Contact Service Work	CHC51108	Diploma of Children's Contact Services Work	No change	Equivalent competency outcome
CHC41802	Certificate IV in Community Services (Protective Care)	CHC41408 CHC41508 CHC41608	Certificate IV in Child, Youth and Family Intervention (Residential and out of home care) Certificate IV in Child, Youth and Family	Significant changes to structure and units of competency	Not equivalent

CHC02 Code	Qualification Title	CHC08 Code	Qualification Title	Changes to qualifications	Equivalence
CHILDREN'S AND YOUTH SERVICES QUALIFICATIONS					
			Intervention (Child protection) Certificate IV in Child, Youth and Family Intervention (Family support)		
CHC51202	Diploma of Community Services (Protective Intervention)	CHC51208	Diploma of Child, Youth and Family Intervention	Significant changes to structure and units of competency	Not equivalent
		CHC30808	Certificate III in Education Support	New qualification	
		CHC41708	Certificate IV in Education Support	New qualification	
		CHC51308	Diploma of Education Support	New qualification	
CHC40602	Certificate IV in Youth Work	CHC41808	Certificate IV in Youth Work	Moderate changes to structure and units of competency	Not equivalent
CHC50502	Diploma of Youth Work	CHC51408	Diploma of Youth Work	Moderate changes to structure and units of competency	Not equivalent
CHC40702	Certificate IV in Youth Work (Juvenile Justice)	CHC41908	Certificate IV in Youth Justice	Moderate changes to structure and units of competency	Not equivalent
		CHC51508	Diploma of	New qualification	

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CHC02 Code	Qualification Title	CHC08 Code	Qualification Title	Changes to qualifications	Equivalence
CHILDREN'S AND YOUTH SERVICES QUALIFICATIONS					
			Youth Justice		
CHC51302	Diploma of Statutory Child Protection			Removed – replaced by specialisation in Child protection in Vocational Graduate Certificate in Community Services Practice	

CHC02 Code	Qualification Title	CHC08 Code	Qualification Title	Changes to qualifications	Equivalence
CLIENT SERVICES QUALIFICATIONS					
CHC30502	Certificate III in Employment Services	CHC30908	Certificate III in Employment Services	Significant change to structure and units of competency	Not equivalent
CHC40502	Certificate IV in Employment Services	CHC42008	Certificate IV in Employment Services	Significant change to structure and units of competency	Not equivalent
CHC42407	Certificate IV in Career Development	CHC42108	Certificate IV in Career Development	No change	Equivalent competency outcome
CHC50402	Diploma of Employment Services	CHC51608	Diploma of Employment Services	Significant change to structure and units of competency	Not equivalent
CHC30902	Certificate III in Telephone Counselling	CHC31008	Certificate III in Telephone Counselling	Minor changes	Equivalent competency

CHC02 Code	Qualification Title	CHC08 Code	Qualification Title	Changes to qualifications	Equivalence
CLIENT SERVICES QUALIFICATIONS					
	Skills		Skills		outcome
CHC41002	Certificate IV in Telephone Counselling Skills	CHC42208	Certificate IV in Telephone Counselling Skills	Significant changes within units of competency	Not equivalent
CHC41302	Certificate IV in Community Mediation	CHC42308	Certificate IV in Mediation	Minor change to competency outcome	Not equivalent
		CHC51708	Diploma of Counselling	New qualification	

CHC02 Code	Qualification Title	CHC08 Code	Qualification Title	Changes to qualifications	Equivalence
CLIENT SERVICES QUALIFICATIONS					
CHC51707	Diploma of Family Intake and Support Work	CHC51808	Diploma of Family Intake and Support Work	No change	Equivalent competency outcome
CHC42307	Certificate IV in Relationship Education	CHC42408	Certificate IV in Relationship Education	No change	Equivalent competency outcome
CHC51907	Diploma of Relationship Education	CHC51908	Diploma of Relationship Education	No change	Equivalent competency outcome
CHC41402	Certificate IV in Community Services (Information, Advice and Referral)	CHC42508	Certificate IV in Community Services (Information, advice and referral)	Minor change to competency outcome New elective grouping (Assessment, carer support and respite coordination)	Not equivalent
CHC41502	Certificate IV in Marriage Celebrancy	CHC42608	Certificate IV in Celebrancy	Significant change to structure and units of competency	Not equivalent
CHC50902	Diploma of Community Services (Case Management)	CHC52008	Diploma of Community Services (Case management)	Significant change to structure and units of competency	Not equivalent
CHC51002	Diploma of Community Services (Financial Counselling)	CHC52108	Diploma of Community Services (Financial counselling)	Significant change to structure and units of competency	Not equivalent

CHC02 Code	Qualification Title	CHC08 Code	Qualification Title	Changes to qualifications	Equivalence
COMMUNITY SECTOR COORDINATION / MANAGEMENT QUALIFICATIONS					
		CHC42708	Certificate IV in Volunteer Program Coordination	New qualification	
CHC42002

CHC40202 | Certificate IV in Community Services (Service Coordination)

Certificate IV in Service Coordination (Ageing and Disability) | CHC52208 | Diploma of Community Services Coordination | Replaced and upgraded to diploma level | Not equivalent |
CHC60402	Advanced Diploma of Community Services Management	CHC60308	Advanced Diploma of Community Sector Management	Moderate change to structure and content	Not equivalent
		CHC80108	Vocational Graduate Diploma in Community Sector Management	New qualification	
ADVANCED PRACTICE QUALIFICATIONS					
		CHC70108

CHC70208 | Vocational Graduate Certificate in Community Services Practice (Statutory child protection)

Vocational Graduate Certificate in Community | New qualification | |

CHC02 Code	Qualification Title	CHC08 Code	Qualification Title	Changes to qualifications	Equivalence
COMMUNITY SECTOR COORDINATION / MANAGEMENT QUALIFICATIONS					
			Services Practice (Client assessment and case management)		
		CHC70308	Vocational Graduate Certificate in Career Development Practice	New qualification	
CHC80107	Vocational Graduate Diploma of Relationship Counselling	CHC80208	Vocational Graduate Diploma of Relationship Counselling	No change	Equivalent competency outcome
CHC80207	Vocational Graduate Diploma of Family Dispute Resolution	CHC80308	Vocational Graduate Diploma of Family Dispute Resolution	No change	Equivalent competency outcome

2. Mapping of units of competency

As part of the review of the CHC02 Community Services Training Package, all units of competency with codes beginning CHC have been changed as follows:

- Performance criteria have been re-written in the active voice
- Units of competency have been re-formatted in line with DEEWR requirements and to emphasise and clarify the importance of Essential Knowledge and Essential Skills in delivery and assessment processes
- New unit codes have been assigned which reflect an 'indicative' (or most common) AQF level.

Version identifiers will assist users to identify CHC08 units that are equivalent to units from the CHC02 Training Package as follows:

- Where the advice is provided that there is 'Equivalent outcome', this indicates equivalence between the CHC08 unit and the corresponding units identified in the table from CHC02

- A 'version identifier' of 'B', 'C', 'D' etc indicates that there has been no change to the competency outcome of a unit – even though the unit code and/or title may have changed
- An 'A' 'version identifier' indicates that either this is a new unit or a unit which appeared in CHC02, but in which the competency outcome has changed.

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCAC1C	Provide support to an older person			Content from this unit is included in CHCAC318B and CHCICS302A
CHCAC2C	Provide personal care			Content from this unit is included in CHCAC318B and CHCICS301A
CHCAC16A	Provide food services	CHCAC316C	Provide food services	Unit updated in V3 – equivalent competency outcome
CHCAC17A	Support the older person to maintain their independence	CHCAC317A	Support older people to maintain their independence	Loss/grief added to competency outcome
CHCAC3C	Orientation to aged care work	CHCAC318A	Work effectively with older people	New unit, incorporating some content from CHCAC1C, CHCAC2C and CHCAC3C
		CHCAC318B	Work effectively with older people	Unit updated in V3 – equivalent competency outcome

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCAC15A	Provide care support which is responsive to the specific nature of dementia	CHCAC319A	Provide support to people living with dementia	Significant changes to competency outcome
CHCAC4B	Assist in the provision of an appropriate environment			Content incorporated in CHCICS303A
CHCAC6C	Support the older person to meet their emotional and psychosocial needs			Content incorporated in CHCICS303A
		CHCAC410A	Collect technical data to support client health care plan	Unit updated in V3 – equivalent competency outcome
CHCAC12C	Provide services to an older person with complex needs	CHCAC412A	Provide services to older people with complex needs	Change to competency outcome to clarify link to health professionals, and address elder abuse
		CHCAC416A	Facilitate support responsive to the specific nature of dementia	New unit
		CHCAC417A	Implement interventions with older people at risk of falls	New unit

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CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCAC7C	Plan and monitor service delivery plans	CHCAC507D	Plan and monitor service delivery plans	Equivalent outcome
CHCAD1C	Advocate for clients	CHCAD401D	Advocate for clients	Equivalent outcome
CHCAD2C	Support for the interests, rights and needs of clients within duty of care requirements	CHCAD402D	Support the interests, rights and needs of clients within duty of care requirements	Equivalent outcome
CHCAD4A	Provide advocacy and representation	CHCAD504A	Provide advocacy and representation services	Significant additions to essential skills
		CHCAD504B	Provide advocacy and representation services	Unit updated in V4 – equivalent competency outcome
CHCAD5A	Represent the client in court	CHCAD505A	Represent clients in court	Minor changes to competency outcome
CHCAD6A	Represent the organisation in court	CHCAD506A	Represent the organisation in a court or tribunal	Moderate change to competency outcome
CHCAD3A	Undertake systems advocacy	CHCAD603A	Provide systems advocacy services	Moderate change to competency outcome
		CHCAD603B	Provide systems advocacy services	Unit updated in V4 – equivalent competency outcome

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CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCADMIN1B	Undertake basic administrative duties	CHCADMIN201D	Undertake basic administrative duties	Unit updated in V3 – equivalent competency outcome
CHCADMIN2B	Provide administrative support	CHCADMIN302D	Provide administrative support	Unit updated in V3 – equivalent competency outcome
CHCADMIN5C	Work within the administration protocols of the organisation	CHCADMIN305E	Work within the administration protocols of the organisation	Unit updated in V3 – equivalent competency outcome
CHCADMIN3B	Undertake administrative work	CHCADMIN403D	Undertake administrative work	Unit updated in V3 – equivalent competency outcome
		CHCADMIN508B	Manage limited budgets and financial accountabilities	Unit updated in V3 – equivalent competency outcome
CHCADMIN4B	Manage the organisation's finances, accounts and resources	CHCADMIN604A	Manage the finances, accounts and resources of an organisation	Change to competency outcome to better reflect management role in overseeing finances rather than actually preparing accounts
		CHCADMIN604B	Manage the finances, accounts and resources of an organisation	Unit updated in V3 – equivalent competency outcome

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CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCAL7B	Fulfil family day care administration requirements	CHCAL307A	Comply with family day care administration requirements	Significant change to competency outcome
CHCAL23C	Manage home based care administration requirements	CHCAL523D	Manage home based care administration requirements	Equivalent outcome
CHCAOD1C	Introduction to alcohol and other drugs work	CHCAOD201D	Prepare for alcohol and other drugs work	Equivalent outcome
CHCAOD2C	Orientation to the alcohol and other drugs sector	CHCAOD402A	Work effectively in the alcohol and other drugs sector	Significant changes to competency outcome
		CHCAOD402B	Work effectively in the alcohol and other drugs sector	Unit updated in V3 – equivalent competency outcome

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCAOD4C	Support people with alcohol and/or other drug issues			Unit removed – Content in other units that better reflect sector needs
CHCAOD6C	Work with clients who are intoxicated	CHCAOD406D	Work with clients who are intoxicated	Unit updated in V3 – equivalent competency outcome
CHCAOD7C	Provide needle and syringe services	CHCAOD407D	Provide needle and syringe services	Unit updated in V3 – equivalent competency outcome
CHCAOD8C	Assess the needs of clients who have alcohol and/or other drugs issues	CHCAOD408A	Assess needs of clients with alcohol and/or other drugs issues	Significant changes to competency outcome
		CHCAOD408B	Assess needs of clients with alcohol and/or other drugs issues	Unit updated in V4 – equivalent competency outcome
CHCAOD9C	Provide alcohol and/or other drug withdrawal services	CHCAOD409D	Provide alcohol and/or other drug withdrawal services	Unit updated in V3 – equivalent competency outcome
		CHCAOD411A	Provide interventions for people with alcohol and other drug issues	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCAOD10A	Work with clients who have alcohol and/or other drugs issues	CHCAOD510A	Work effectively with clients with complex alcohol and/or other drugs issues	Unit updated in V3 – equivalent competency outcome
CHCAOD11A	Provide advanced interventions to meet the needs of clients with alcohol and/or other drug issues	CHCAOD511B	Provide advanced interventions to meet the needs of clients with alcohol and/or other drug issues	Unit updated in V3 – equivalent competency outcome
		CHCAOD512A	Develop and implement a behaviour response plan	Equivalent outcome
		CHCAOD513A	Provide relapse prevention strategies	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCCAR501A	Provide careers guidance	CHCCAR501B	Conduct career guidance interview	Unit updated in V3 – equivalent competency outcome
CHCCD7B	Support community resources	CHCCD307C	Support community resources	Unit updated in V3 – equivalent competency outcome
CHCCD1C	Support community participation	CHCCD401D	Support community participation	Unit updated in V3 – equivalent competency outcome
CHCCD2B	Provide community education projects	CHCCD402A	Develop and provide community education projects	Unit updated in V3 – equivalent competency outcome
CHCCD4C	Develop and implement community programs	CHCCD404D	Develop and implement community programs	Unit updated in V3 – equivalent competency outcome
CHCCD12D	Apply a community development framework	CHCCD412A	Work within a community development framework	Significant change to competency outcome
		CHCCD412B	Work within a community development framework	Unit updated in V3 – equivalent competency outcome
CHCCD13C	Work within specific communities	CHCCD413D	Work within specific communities	Unit updated in V3 – equivalent competency outcome
		CHCCD420A	Work to empower Aboriginal and/or Torres Strait Islander	Unit updated in V3 – equivalent competency

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CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
			communities	outcome
CHCCD5C	Develop community resources	CHCCD505D	Develop community resources	Unit updated in V3 – equivalent competency outcome
CHCCD8B	Support community action	CHCCD508C	Support community action	Unit updated in V3 – equivalent competency outcome
CHCCD9B	Support community leadership	CHCCD509C	Support community leadership	Unit updated in V3 – equivalent competency outcome
CHCCD14B	Implement a community development strategy	CHCCD514A	Implement community development strategies	Unit updated in V3 – equivalent competency outcome
		CHCCD515A	Communicate effectively within a community development context	Unit updated in V3 – equivalent competency outcome
		CHCCD516A	Work within organisation and government structures to enable community development outcomes	Unit updated in V3 – equivalent competency outcome

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CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCCD6B	Establish and develop community organisations	CHCCD606C	Establish and develop community organisations	Equivalent outcome
CHCCD15B	Develop and implement a community development strategy	CHCCD615A	Develop and implement community development strategies	Edited to better reflect community development framework
CHCCD18A	Facilitate the development of community capacity to manage place	CHCCD618B	Facilitate the development of community capacity to manage place	Equivalent outcome
CHCCD19A	Establish and maintain community, government and business partnerships	CHCCD619B	Establish and maintain community, government and business partnerships	Equivalent outcome
CHCCD20A	Develop and implement a community renewal plan	CHCCD620B	Develop and implement a community renewal plan	Equivalent outcome
CHCCDP401A	Apply a career development framework	CHCCDP401B	Deliver service consistent with a career development framework	Equivalent outcome
CHCCDP402A	Assist clients to plan/access career pathways	CHCCDP402B	Assist clients to plan and access career pathways	Equivalent outcome
CHCCDP403A	Analyse and apply education and training information	CHCCDP403B	Analyse and apply education and training information	Equivalent outcome

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CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCCDP501A	Liaise with employers to promote flexible work arrangements	CHCCDP501B	Liaise with employers to promote flexible work arrangements	Equivalent outcome
		CHCCDP701A	Manage quality in career development practice	New unit
CHCCED301A	Facilitate provisions of information to clients in the area of sexual and reproductive health.	CHCCED311A	Provide sexual and reproductive health information to clients	Unit name and content changed to better reflect knowledge required for providing information at this level
CHCCED501A	Develop and implement education programs in the area of sexual and reproductive health	CHCCED511A	Develop, implement and review sexual and reproductive health education programs	Significant changes to competency outcome
		CHCCEL401B	Work effectively in a celebrancy role	Unit updated in V3 – equivalent competency outcome
CHCMCEL401A	Plan, conduct and review a marriage ceremony			Unit split and expanded into units specific to marriage celebrancy
		CHCCEL402A	Establish and maintain knowledge of	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
			legal responsibilities of a marriage celebrant	
		CHCCEL403A	Develop an effective relationship with a marrying couple	New unit
		CHCCEL404A	Plan a marriage ceremony in line with legal requirements	New unit
		CHCCEL405A	Conduct and review a marriage ceremony in line with legal requirements	New unit
		CHCCEL406A	Identify and address client needs in a celebrancy role	New unit
CHCCH25A	Introduction to work in social housing	CHCCH225A	Prepare to work in social housing	Additional knowledge in relation to housing sector
CHCCH1C	Orientation to work in social housing	CHCCH301A	Work effectively in social housing	Changes made to incorporate homelessness in competency outcome
		CHCCH301B	Work effectively in social housing	Unit updated in V3 – equivalent competency outcome

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCCH17B	Respond to property maintenance or purchase enquiries	CHCCH317A	Respond to property maintenance enquiries	Moderate changes to competency outcome
CHCCH10C	Manage and maintain tenancies	CHCCH410A	Manage and maintain tenancy agreements and services	Unit updated in V3 – equivalent competency outcome
CHCCH11B	Manage housing applications	CHCCH411A	Manage housing application processes	Minor changes to competency outcome
CHCCH12B	Manage housing allocations	CHCCH412C	Manage housing allocations	Equivalent outcome
CHCCH13C	Manage tenancy rent and tenancy charges	CHCCH413A	Manage tenancy rent, charges and rental arrears	Significant change to competency outcome
CHCCH14B	Manage rental assistance process	CHCCH414C	Manage rental assistance process	Equivalent outcome
CHCCH16B	Manage vacant properties	CHCCH416C	Manage vacant properties	Equivalent outcome
CHCCH19B	Manage property maintenance (implementation)	CHCCH419A	Manage property maintenance implementation	Significant changes to competency outcome
		CHCCH419B	Manage property maintenance implementation	Unit updated in V3 – equivalent competency outcome

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCCH22A	Manage a formal service level support agreement	CHCCH422B	Manage a formal service level support agreement	Equivalent outcome
CHCCH23A	Provide advice to tenants and/or clients	CHCCH423B	Provide advice to tenants and clients	Equivalent outcome
CHCCH24A	Manage leasehold properties	CHCCH424B	Manage leasehold properties	Equivalent outcome
CHCCH26A	Support client participation in the organisation	CHCCH426B	Support client participation in the organisation	Equivalent outcome
		CHCCH427A	Work effectively with people experiencing or at risk of homelessness	Unit updated in V3 – equivalent competency outcome
		CHCCH428A	Work effectively within the Australian housing system	Unit updated in V3 – equivalent competency outcome
CHCCH18B	Manage property maintenance (planning)	CHCCH518A	Manage property maintenance planning	Significant changes to competency outcome
		CHCCH518B	Manage property maintenance planning	Unit updated in V3 – equivalent competency outcome
CHCCH21A	Develop social housing enterprise opportunities	CHCCH521B	Develop social housing enterprise opportunities	Equivalent outcome
		CHCCH522A	Undertake outreach work	Unit updated in V3 – equivalent competency

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
				outcome
CHCCH20C	Acquire properties by purchase or transfer	CHCCH620D	Acquire properties by purchase or transfer	Equivalent outcome
		CHCCH621A	Evaluate social housing organisation against registration standards	New unit
		CHCCHILD301A	Support behaviour of children and young people	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCCHILD1C	Identify and respond to children and young people at risk of harm	CHCCHILD401A	Identify and respond to children and young people at risk	Unit updated in V3 – equivalent competency outcome
CHCCHILD3A	Promote the safety, well-being and welfare of children, young people and their families	CHCCHILD403B	Promote the safety, wellbeing and welfare of children, young people and their families	Equivalent outcome
CHCCHILD1C	Identify and respond to children and young people at risk of harm	CHCCHILD404A	Support the rights and safety of children and young people	New unit, incorporating content from CHCCHILD1C and CHCCHILD2C
CHCCHILD2C	Support the rights and safety of children within duty of care requirements			
		CHCCHILD404B	Support the rights and safety of children and young people	Unit updated in V3 – equivalent competency outcome

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCCHILD4A	Assess risk of harm to children and young people			Equivalent outcome
CHCCHILD5A	Orientation to child protection and out of home care for children and young people	CHCCHILD505B	Work effectively in child protection and out of home care for children and young people	Equivalent outcome
CHCCHILD6A	Conduct investigation			Superseded by CHCPROT430A
CHCCM1C	Undertake case management	CHCCM401D	Undertake case management	Equivalent outcome
CHCCM2C	Establish and monitor a case plan	CHCCM402D	Establish and monitor a case plan	Unit updated in V3 – equivalent competency outcome
		CHCCM404A	Undertake case management for clients with complex needs	New unit
		CHCCM501A	Coordinate complex case requirements	New unit

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CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCCM3B	Develop, facilitate and monitor all aspects of case management	CHCCM503C	Develop, facilitate and monitor all aspects of case management	Equivalent outcome
CHCCM4B	Promote high quality case management	CHCCM504C	Promote high quality case management	Unit updated in V3 – equivalent competency outcome
CHCCM6A	Undertake case management in a child protection framework	CHCCM506B	Undertake case management in a child protection framework	Unit updated in V3 – equivalent competency outcome
CHCCM5B	Develop practice standards	CHCCM605C	Develop practice standards	Equivalent outcome
		CHCCM701A	Undertake advanced client assessments	Unit updated in V3 – equivalent competency outcome
		CHCCM702A	Implement goal directed care planning	Unit updated in V3 – equivalent competency outcome
		CHCCM703A	Apply effective case management practice	New unit
		CHCCM705B	Work effectively with carers and families in complex situations	Unit updated in V3 – equivalent competency outcome

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCCN1D	Ensure children's health and safety	CHCCN301A	Ensure health and safety of children	Significant change to competency outcome
		CHCCN301B	Ensure the health and safety of children	Unit updated in V3 – equivalent competency outcome
CHCCN2C	Care for children	CHCCN302A	Provide care for children	Minor changes to competency outcome
CHCCN3C	Prepare nutritionally balanced food in a safe and hygienic manner	CHCCN303A	Contribute to provision of nutritionally balanced food in a safe and hygienic manner	Significant changes to competency outcome
CHCCN4D	Respond to illness, accidents and emergencies			Unit removed and element 2 and performance criteria included in CHCCN301A
CHCCN5C	Care for babies	CHCCN305A	Provide care for babies	Moderate changes to competency outcome
		CHCCN305B	Provide care for babies	Unit updated in V3 – equivalent competency outcome

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CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCCN8B	Plan care routines			Unit removed and elements on planning included in CHCPR510A
CHCCN11C	Establish, manage and monitor the implementation of a safe and healthy environment	CHCCN511A	Establish and maintain a safe and healthy environment for children	Unit updated in V3 – equivalent competency outcome
CHCCN20B	Advocate for the rights and needs of children and young people	CHCCN520C	Advocate for the rights and needs of children and young people	Equivalent outcome
CHCCOM1B	Communicate with people accessing the services of the organisation	CHCCOM201C	Communicate with people accessing the services of the organisation	Equivalent outcome
CHCCOM2B	Communicate appropriately with clients and colleagues	CHCCOM302C	Communicate appropriately with clients and colleagues	Unit updated in V3 – equivalent competency outcome
CHCCOM3C	Utilise specialist communication skills to build strong relationships	CHCCOM403A	Use targeted communication skills to build relationships	Unit revised significantly to clarify and simplify competency outcome to make more applicable across a wide range of work roles
CHCCOM4B	Develop, implement and promote effective	CHCCOM504A	Develop, implement and promote effective	Unit updated in V3 – equivalent competency

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
	communication techniques		workplace communication	outcome
CHCCONS401A	Facilitate changeover	CHCCONS401B	Facilitate changeover	Unit updated in V3 – equivalent competency outcome
CHCCONS402A	Facilitate and monitor contact	CHCCONS402B	Facilitate and monitor contact	Unit updated in V3 – equivalent competency outcome
CHCCONS403A	Support families to develop relationships	CHCCONS403B	Support families to develop relationships	Unit updated in V3 – equivalent competency outcome
CHCCONS504A	Assist families to self manage contact	CHCCONS504B	Assist families to self manage contact	Unit updated in V3 – equivalent competency outcome
CHCCS0C	Deliver service to clients	CHCCS200D	Deliver service to clients	Equivalent outcome
CHCCS201A	Prepare for work in the community services industry	CHCCS211A	Prepare for work in the community sector	Unit updated in V3 – equivalent competency outcome
CHCCS303A	Provide physical assistance with medication			Unit replaced by CHCCS305A
CHCCS304A	Assist with self medication			Unit replaced by CHCCS305A
		CHCCS305A	Assist clients with medication	New unit based on combination of CHCCS303A and

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
				CHCCS304A
		CHCCS305B	Assist clients with medication	Unit updated in V3 – equivalent competency outcome
CHCCS8A	Provide first point of contact	CHCCS308B	Provide first point of contact	Equivalent outcome
		CHCCS310A	Support inclusive practice in the workplace	New unit
CHCCS1B	Deliver and monitor service to clients	CHCCS311C	Deliver and monitor services to clients	Unit updated in V3 – equivalent competency outcome
		CHCCS312A	Use electronic learning materials	New unit
CHCCS14A	Deliver services to meet personal needs of clients	CHCCS314B	Deliver services to meet personal needs of clients	Equivalent outcome
CHCCS101A	Prepare for work			Unit removed
CHCCS301A	Work within a legal and ethical framework.	CHCCS400A	Work within a relevant legal and ethical framework	Minor changes to competency outcome
		CHCCS400B	Work within a relevant legal and ethical framework	Unit updated in V3 – equivalent competency outcome
CHCCS401A	Facilitate co-operative behaviour	CHCCS401B	Facilitate responsible behaviour	Unit updated in V3 – equivalent competency outcome
		CHCCS401C	Facilitate responsible	Equivalent outcome

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
			behaviour	
CHCCS403A	Provide brief intervention	CHCCS403B	Provide brief intervention	Unit updated in V3 – equivalent competency outcome
CHCCS404A	Facilitate family intervention strategies	CHCCS404B	Facilitate family intervention strategies	Equivalent outcome
CHCCS5B	Identify and address specific client needs	CHCCS405C	Identify and address specific client needs	Equivalent outcome
CHCCS405A	Work effectively with culturally diverse clients and co-workers			Unit replaced with HLTHIR403C
CHCCS407A	Operate referral procedures	CHCCS407B	Operate referral procedures	Unit updated in V3 – equivalent competency outcome
CHCCS408A	Establish and monitor participation plans	CHCCS408B	Establish and monitor participation plans	Equivalent outcome
CHCCS409A	Meet the dietary and nutritional needs of clients in a culturally appropriate manner			Unit removed – HLTNA304D equivalent
CHCCS10A	Facilitate client participation in the organisation	CHCCS410A	Facilitate client participation in the organisation and its management	Minor change to competency outcome
		CHCCS411A	Work effectively	New unit to

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
			in the community sector	provide broad basis of skills and knowledge to work in community services
		CHCCS411B	Work effectively in the community sector	Unit updated in V3 – equivalent competency outcome
CHCCS2C	Deliver and develop client services	CHCCS412D	Deliver and develop client services	Unit updated in V3 – equivalent competency outcome
		CHCCS413A	Support individuals with autism spectrum disorder	Unit updated in V3 – equivalent competency outcome
CHCCS406A	Provide education and support on health, wellbeing and parenting	CHCCS414A	Provide education and support on parenting, health and wellbeing	Minor changes to competency outcome
CHCCS6B	Assess and deliver services to clients with complex needs	CHCCS416A	Assess and provide services for clients with complex needs	Unit updated in V3 – equivalent competency outcome
		CHCCS417A	Provide support and care relating to suicide bereavement	Unit updated in V3 – equivalent competency outcome
CHCCS9A	Provide support services to clients	CHCCS419B	Provide support services to clients	Unit updated in V3 – equivalent competency outcome
		CHCCS421A	Undertake community sector	Unit updated in V3 – equivalent

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CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
			work within own community	competency outcome
CHCCS402A	Respond holistically to client issues	CHCCS422A	Respond holistically to client issues and refer appropriately	Unit updated in V3 – equivalent competency outcome
		CHCCS424A	Administer and monitor medications	Unit updated in V3 – equivalent competency outcome
		CHCCS425A	Support health professional	Unit updated in V3 – equivalent competency outcome
		CHCCS426A	Provide support and care relating to loss and grief	Unit updated in V3 – equivalent competency outcome
		CHCCS427A	Facilitate adult learning and development	Unit updated in V3 – equivalent competency outcome
		CHCCS500A	Conduct complex assessment and referral	New unit
		CHCCS502A	Maintain legal and ethical work practices	New unit, building on CHCCS400A for packaging in higher level qualifications
		CHCCS502B	Maintain legal and ethical work practices	Unit updated in V3 – equivalent competency outcome

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CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCCS3C	Coordinate the provision of services and programs	CHCCS503B	Develop, implement and review services and programs to meet client needs	Unit updated in V3 – equivalent competency outcome
		CHCCS504B	Provide services to clients with complex needs	Unit updated in V3 – equivalent competency outcome
		CHCCS505B	Provide supervision support to community sector workers	Unit updated in V3 – equivalent competency outcome
		CHCCS506A	Promote and respond to workplace diversity	New unit
CHCCS12A	Develop a service delivery strategy	CHCCS512B	Develop a service delivery strategy	Unit updated in V3 – equivalent competency outcome
		CHCCS513A	Maintain an effective community sector work environment	Unit updated in V3 – equivalent competency outcome
		CHCCS514A	Recognise and respond to individuals at risk	Unit updated in V3 – equivalent competency outcome

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCCS501A	Assess and respond to individuals at risk of self-harm or suicide	CHCCS521A	Assess and respond to individuals at risk of suicide	Unit updated in V3 – equivalent competency outcome
		CHCCS522A	Address complex legal and ethical issues in professional practice	Unit updated in V3 – equivalent competency outcome
CHCCS601A	Work with clients with unique needs	CHCCS601B	Work with clients with unique needs	Unit updated in V3 – equivalent competency outcome
		CHCCS601C	Work with clients with unique needs	Equivalent outcome
CHCCS602A	Work with families of clients			Unit updated in V3 – equivalent competency outcome
CHCCS4C	Manage the delivery of quality client service	CHCCS604A	Manage the delivery of quality services to clients	Unit updated in V3 – equivalent competency outcome
CHCCS7C	Coordinate the assessment and delivery of services to clients with particular needs	CHCCS607D	Coordinate in-service assessment and response to address client needs	Unit updated in V3 – equivalent competency outcome
		CHCCS805B	Undertake professional reflection	Unit updated in V3 – equivalent competency outcome

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CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCCSL601A	Work within a structured counselling process	CHCCSL501A	Work within a structured counselling framework	Moderate change to competency outcome
		CHCCSL502A	Apply specialist interpersonal and counselling interview skills	New unit
CHCCSL602A	Facilitate the counselling relationship	CHCCSL503A	Facilitate the counselling relationship	Unit updated in V3 – equivalent competency outcome
		CHCCSL504A	Apply personality and development theories	New unit
		CHCCSL505A	Apply learning theories in counselling	New unit
		CHCCSL506A	Apply counselling therapies to address a range of client issues	New unit
CHCCSL603A	Provide support for clients implementing a course of action	CHCCSL507A	Support clients in decision-making processes	Unit updated in V3 – equivalent competency outcome
		CHCCSL508A	Apply legal and ethical responsibilities in counselling practice	Unit updated in V3 – equivalent competency outcome

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CHC02 Unit Code and Title		**CHC08 Unit Code and Title**		**Change to unit and competency outcome**
CHCCSL604A	Reflect and improve upon counselling skills	CHCCSL509A	Reflect and improve upon counselling skills	Equivalent outcome
		CHCCSL510A	Work effectively with relationship issues	New unit
		CHCCSL511A	Provide interventions to address family issues	New unit
		CHCCSL512A	Determine suitability of client for counselling services	New unit
		CHCCSL513A	Apply somatic distress reduction techniques	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCCWI1B	Operate under a case work framework	CHCCW301C	Operate under a casework framework	Equivalent outcome
CHCCWI2B	Implement a case work strategy	CHCCW402C	Implement a case work strategy	Equivalent outcome
CHCCWI3B	Work with clients intensively	CHCCW503A	Work intensively with clients	Moderate change to competency outcome
CHCCWI4A	Design and supervise family intervention strategies	CHCCW604B	Design and supervise family intervention strategies	Equivalent outcome
CHCDFV1B	Recognise and respond to domestic and family violence	CHCDFV301A	Recognise and respond appropriately to domestic and family violence	Minor revisions to competency outcome
CHCDFV2B	Manage own professional development in responding to domestic and family violence	CHCDFV402C	Manage own professional development in responding to domestic and family violence	Equivalent outcome
CHCDFV3B	Provide crisis intervention and support to those experiencing domestic and family violence	CHCDFV403C	Provide crisis intervention and support to those experiencing domestic and family violence	Equivalent outcome
CHCDFV4B	Promote community awareness of domestic and family violence	CHCDFV404C	Promote community awareness of domestic and family violence	Equivalent outcome

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCDFV6B	Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities	CHCDFV406C	Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities	Equivalent outcome
CHCDFV7B	Provide domestic and family violence support in non-English speaking background communities	CHCDFV407C	Provide domestic and family violence support in non-English speaking background communities	Equivalent outcome
CHCDFV8B	Provide support to children affected by domestic and family violence	CHCDFV408C	Provide support to children affected by domestic and family violence	Equivalent outcome
CHCDFV5B	Counsel clients affected by domestic and family violence	CHCDFV505C	Counsel clients affected by domestic and family violence	Equivalent outcome
CHCDFV9B	Work with uses of violence to effect change	CHCDFV509C	Work with users of violence to effect change	Unit updated in V3 – equivalent competency outcome
CHCDFV10B	Facilitate workplace debriefing and support processes	CHCDFV510C	Facilitate workplace debriefing and support processes	Unit updated in V3 – equivalent competency outcome
CHCDFV811A	Respond to family domestic violence in family work	CHCDFV811B	Respond to domestic and family violence in family work	Unit updated in V3 – equivalent competency outcome
CHCDFV812A	Assist users of	CHCDFV812B	Assist users of	Equivalent

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
	family domestic violence to accept responsibility for their violent and abusive behaviour		domestic and family violence to accept responsibility for their behaviour	outcome
CHCDFV813A	Promote accountability of users of family domestic violence and abuse	CHCDFV813B	Promote accountability of users of domestic and family violence and abuse	Equivalent outcome
CHCDFV814A	Establish and manage change promoting relationship with users of family domestic violence and abuse	CHCDFV814B	Establish change promoting relationship with users of domestic and family violence and abuse	Equivalent outcome
CHCDFV815A	Establish and maintain the safety of people who have experienced family domestic violence	CHCDFV815B	Establish and maintain the safety of people who have experienced domestic and family violence	Equivalent outcome
CHCDFV816A	Undertake safety planning with people who have been subjected to family domestic violence	CHCDFV816B	Undertake safety planning with people who have been subjected to domestic and family violence	Equivalent outcome
CHCDFV817A	Manage domestic and family violence and abuse screening and risk assessment processes	CHCDFV817B	Manage domestic and family violence and abuse screening and risk assessment processes	Equivalent outcome

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCDFV818A	Provide programs for people who have been subject to family/domestic violence	CHCDFV818B	Provide programs for people who have been subject to domestic and family violence	Unit updated in V3 – equivalent competency outcome
		CHCDHA401A	Work effectively in the development and/or humanitarian assistance sector	New unit
		CHCDHA402A	Maintain wellbeing in a field environment	New unit
		CHCDHA403A	Apply knowledge of humanitarian assistance project work	New unit
		CHCDHA404A	Develop and maintain positive relationships with key stakeholders	New unit
		CHCDHA405A	Apply knowledge of development program work	New unit
		CHCDHA406A	Secure development and/or humanitarian assistance funding	New unit
		CHCDHA407A	Address financial requirements of single donor in development and/or	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
			humanitarian assistance	
		CHCDHA408A	Manage cash in development and/or humanitarian assistance contexts	New unit
		CHCDHA409A	Close out financial operations in development and/or humanitarian assistance contexts	New unit
		CHCDHA410A	Adapt and apply technical knowledge in a development context	New unit
		CHCDHA411A	Conduct a rapid assessment in a humanitarian assistance context	New unit
		CHCDHA412A	Use a capacity building approach in development work	New unit
		CHCDHA413A	Prepare transition plans in a development and/or humanitarian assistance context	New unit
		CHCDHA501A	Manage work in the development	New unit

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CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
			and/or humanitarian assistance sector	
		CHCDHA502A	Manage humanitarian assistance operations	New unit
		CHCDHA503A	Design, monitor and evaluate development and/or humanitarian assistance programs	New unit
		CHCDHA504A	Manage complex funding arrangements in development and/or humanitarian assistance	New unit
		CHCDHA505A	Develop and manage implementation plans	New unit
CHCDIS20A	Introduction to disability work	CHCDIS220B	Prepare for disability work	Equivalent outcome
CHCDIS1C	Orientation to disability work	CHCDIS301A	Work effectively with people with a disability	Added specific communication skills and specific types of disability
		CHCDIS301B	Work effectively with people with a disability	Unit updated in V3 – equivalent competency outcome

CHC02 Unit Code and Title		**CHC08 Unit Code and Title**		**Change to unit and competency outcome**
		CHCDIS301C	Work effectively with people with a disability	Unit updated in V4 – equivalent competency outcome
CHCDIS2C	Maintain an environment designed to empower people with disabilities	CHCDIS302A	Maintain an environment to empower people with disabilities	Moderate change to competency outcome
CHCDIS13A	Support older people with disabilities	CHCDIS313A	Support people with disabilities who are ageing	Name change, minor change to competency outcome
CHCDIS6C	Plan and implement community integration	CHCDIS322A	Support community participation and inclusion	New unit (based on CHCDIS6C)
		CHCDIS323A	Contribute to skill development and maintenance	New unit

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CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCDIS3C	Provide services to people with disabilities			Unit removed – addressed in CHCICS301A
CHCDIS17A	Provide care and support for students with disabilities			Unit removed – see CHCEDS330B
CHCDIS18A	Support students with special needs			Unit removed – see CHCEDS301A
CHCDIS10B	Provide care and support	CHCDIS400C	Provide care and support	Equivalent outcome
CHCDIS4B	Design procedures for support	CHCDIS404C	Design procedures for support	Equivalent outcome
CHCDIS5C	Contribute to positive learning	CHCDIS405A	Facilitate skills development and maintenance	Significant changes to competency outcome
CHCDIS8B	Support people with disabilities as workers	CHCDIS408C	Support people with disabilities as workers	Unit updated in V3 – equivalent competency outcome
		CHCDIS409A	Provide services to people with disabilities with complex needs	New unit
		CHCDIS410A	Facilitate community participation and inclusion	New unit
		CHCDIS411A	Communicate using augmentative and alternative	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
		communication strategies		
CHCDIS7B	Design and adapt surroundings to group requirements	CHCDIS507C	Design and adapt surroundings to group requirements	Equivalent outcome
CHCDIS9C	Maximise participation in work by people with disabilities	CHCDIS509D	Maximise participation in work by people with disabilities	Unit updated in V3 – equivalent competency outcome
CHCDIS11C	Coordinate disability work	CHCDIS511A	Coordinate services for people with disabilities	New unit (based on CHCDIS11C)
CHCDIS12A	Provide care and support for students with severe physical disabilities			Unit removed – addressed in CHCICS301A
CHCDISP801A	Facilitate dispute resolution in the family law context	CHCDISP801B	Facilitate dispute resolution in the family law context	Equivalent outcome
CHCDISP802A	Implement family dispute resolution strategies	CHCDISP802B	Implement family dispute resolution strategies	Equivalent outcome
CHCDISP803A	Facilitate dispute resolution in an impartial manner and adhere to ethical standards	CHCDISP803B	Facilitate dispute resolution in an impartial manner and adhere to ethical standards	Equivalent outcome
CHCDISP804A	Create an environment that supports the safety of vulnerable parties	CHCDISP804B	Create an environment that supports the safety of vulnerable parties	Equivalent outcome

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CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
	in dispute resolution		in dispute resolution	
		CHCEDS301A	Comply with legislative, policy and industrial requirements in the education environment	New unit
		CHCEDS302A	Facilitate implementation of planned educational programs	New unit
		CHCEDS303A	Contribute to student education in all developmental domains	New unit
		CHCEDS304A	Contribute to organisation and management of classroom or centre	New unit
		CHCEDS305A	Support the development of reading skills	New unit
		CHCEDS306A	Support the development of writing skills	New unit
		CHCEDS307A	Support the development of numeracy skills	New unit
		CHCEDS308A	Support the development of oral language skills	New unit

CHC02 Unit Code and Title		**CHC08 Unit Code and Title**		**Change to unit and competency outcome**
		CHCEDS310A	Support learning for students with disabilities	New unit in V1 superseded by CHCEDS330A in V3
		CHCEDS330A	Support learning for students with disabilities in a classroom environment	Includes reference to personal safety of self and others - minor change to competency outcome
		CHCEDS330B	Support learning for students with disabilities in a classroom environment	Unit updated in V4 – equivalent competency outcome
		CHCEDS311A	Contribute to the safety and health of students	New unit in V1 superseded by CHCEDS331A in V3
		CHCEDS331B	Contribute to the health and safety of students	Includes reference to personal safety of self and others - minor change to competency outcome
		CHCEDS312A	Work with diversity in the education environment	New unit
		CHCEDS313B	Communicate with students	Unit updated in V3 – equivalent competency

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CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
				outcome
		CHCEDS314B	Work effectively in an education team	Unit updated in V3 – equivalent competency outcome
CHCDIS14A	Support students with additional needs in the classroom	CHCEDS315B	Support students with additional needs in the classroom	Equivalent outcome in V1 superseded by CHCEDS335A in V3
		CHCEDS335A	Support students with additional needs in the classroom environment	Includes reference to personal safety of self and others - minor change to competency outcome
		CHCEDS316B	Comply with school administrative requirements	Unit updated in V3 – equivalent competency outcome
		CHCEDS317A	Communicate with parents, students and colleagues in Aboriginal or Torres Strait Islander language	New unit
		CHCEDS318A	Work effectively as an Aboriginal or Torres Strait Islander education worker	New unit
		CHCEDS319A	Search and assess online	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
			information	
		CHCEDS320A	Set up and sustain individual and small group learning areas	New unit
		CHCEDS321A	Use an e-learning management system	New unit
		CHCEDS322A	Support students with English as a second language	New unit
		CHCEDS323A	Support development of student research skills	New unit
		CHCEDS403A	Promote and implement Aboriginal and/or Torres Strait Islander language and culture programs	New unit
		CHCEDS404A	Liaise with Aboriginal or Torres Strait Islander community re education program	New unit
		CHCEDS407A	Collect and analyse information to inform work strategies	New unit
		CHCEDS408A	Support students' mathematics	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
			learning for numeracy	
		CHCEDS409A	Support students' literacy learning	New unit
		CHCEDS410A	Assist in facilitation of student learning	New unit
		CHCEDS411A	Use high-level communication skills in the education workplace	New unit
		CHCEDS412A	Contribute to continuous improvement processes within the education environment	New unit
		CHCEDS413A	Support students with learning difficulties and learning disabilities	New unit
		CHCEDS414A	Support students with autism spectrum disorder	New unit in V1 superseded by CHCEDS434A in V3
		CHCEDS434A	Provide support to students with autism spectrum disorder	Includes reference to personal safety of self and others - minor change to competency outcome
		CHCEDS415A	Supervise	New unit

CHC02 Unit Code and Title		**CHC08 Unit Code and Title**		**Change to unit and competency outcome**
			students outside the classroom	
		CHCEDS416A	Use educational strategies to support Aboriginal and/or Torres Strait Islander education	New unit
		CHCEDS417A	Facilitate learning for students with disabilities	New unit
		CHCEDS418A	Deliver elements of teaching and learning programs	New unit
		CHCEDS419A	Support flexible learning in an education environment	Unit updated in V3 – equivalent competency outcome
		CHCEDS421A	Provide support to students with hearing disabilities	New unit
		CHCEDS422A	Promote hearing health and learning	New unit
		CHCEDS423A	Assist in production of language resources	New unit
		CHCEDS424A	Facilitate learning for students with intellectual disabilities	New unit
		CHCEDS424B	Facilitate learning for students with	Unit updated in V4 – equivalent

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
			intellectual disabilities	competency outcome
		CHCEDS425A	Facilitate learning for students with speech/language disabilities	New unit
		CHCEDS426A	Facilitate learning for students with vision impairment	New unit
		CHCEDS427A	Facilitate learning for students with physical disabilities	New unit
		CHCEDS428A	Assist teacher to develop Aboriginal and/or Torres Strait Islander language and culture lessons	New unit
		CHCEDS429A	Coordinate e-learning programs	New unit
		CHCEDS501A	Identify and respond to student development needs	New unit
		CHCEDS502A	Foster and support an effective learning environment	New unit
		CHCEDS503A	Support the development of literacy skills	New unit
		CHCEDS504A	Support the	New unit in V1

CHC02 Unit Code and Title		**CHC08 Unit Code and Title**		**Change to unit and competency outcome**
			development and implementation of responsible behaviour	superseded by CHCEDS514A in V3
		CHCEDS514A	Support learning and implementation of responsible behaviour	Includes reference to personal safety of self and others - minor change to competency outcome
		CHCEDS514B	Support learning and implementation of responsible behaviour	Unit updated in V4 – equivalent competency outcome
		CHCEDS505A	Work effectively with Aboriginal and/or Torres Strait Islander students	New unit
		CHCEDS506A	Assist in implementing education plans for students with disabilities	New unit
		CHCEDS507A	Research an education issue	New unit
		CHCEDS508A	Assist in leading a small team in an education environment	New unit
		CHCEDS509A	Support students with multiple disabilities	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
		CHCER301A	Deliver emergency relief services	New unit
CHCES303A	Use labour market information	CHCES303B	Use labour market information	Unit updated in V3 – equivalent competency outcome
CHCES304A	Deliver recruitment services	CHCES304B	Deliver recruitment services	Equivalent outcome
CHCES305A	Monitor New Apprenticeships arrangements	CHCES305B	Monitor Australian Apprenticeships arrangements	Equivalent outcome
CHCES301A	Work in the employment services area	CHCES311A	Work effectively in employment services	Moderate change to competency outcome
		CHCES311B	Work effectively in employment services	Unit updated in V3 – equivalent competency outcome

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCES302A	Work with government in a purchaser/provider relationship	CHCES312A	Deliver contracted employment services	Significant changes to competency outcome
CHCES402A	Deliver New Apprenticeships services	CHCES402B	Deliver Australian Apprenticeships services	Unit updated in V3 – equivalent competency outcome
CHCES404A	Promote clients to employers	CHCES404B	Promote clients to employers	Equivalent outcome
CHCES401A	Analyse and apply labour market information	CHCES411A	Collect, analyse and apply labour market information	Moderate change to competency outcome
CHCES403A	Develop and monitor employment plans	CHCES413A	Develop and monitor employment plans with clients	Significant change to competency outcome
CHCES405A	Monitor service performance in a purchaser/provider relationship with government	CHCES415A	Monitor and improve contracted employment services	Significant change to competency outcome
CHCES406A	Provide job search support	CHCES416A	Plan and provide job search support	Significant change to competency outcome
CHCES502A	Research and report on labour market information	CHCES502B	Research and report on labour market information	Unit updated in V3 – equivalent competency outcome
CHCES501A	Manage service delivery in a purchaser/provider relationship with	CHCES511A	Manage contracted employment services	Unit updated in V3 – equivalent competency outcome

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CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
	government			
CHCFAM406A	Engage and resource clients to improve their interpersonal relationships	CHCFAM406B	Engage and resource clients to improve their interpersonal relationships	Equivalent outcome
CHCFAM407A	Work effectively in relationship work	CHCFAM407B	Work effectively in relationship work	Equivalent outcome
CHCFAM408A	Undertake relationship and family work in the context of the agency and sector	CHCFAM408B	Undertake relationship and family work in the context of the agency and sector	Equivalent outcome
CHCFAM409A	Work with men	CHCFAM409B	Work with men	Equivalent outcome
CHCFAM411A	Engage fathers into family based programs	CHCFAM411B	Engage fathers into family based programs	Equivalent outcome
CHCFAM412A	Work with women	CHCFAM412B	Work with women	Equivalent outcome
CHCFAM413A	Facilitate couple processes within group work	CHCFAM413B	Facilitate couple processes within group work	Equivalent outcome
CHCFAM414A	Use tools for exploring relationships	CHCFAM414B	Use tools for exploring relationships	Equivalent outcome
CHCFAM416A	Implement harm reduction strategies	CHCFAM416B	Implement harm reduction strategies	Equivalent outcome
CHCFAM417A	Identify and use strengths-based practice	CHCFAM417B	Identify and use strengths-based practice	Equivalent outcome

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCFAM421A	Work with parents of very young children	CHCFAM421B	Work with parents of very young children	Equivalent outcome
CHCFAM503A	Work with a child focused approach	CHCFAM503B	Work with a child focused approach	Equivalent outcome
CHCFAM504A	Respond to and contain critical incidents	CHCFAM504B	Respond to and contain critical incidents	Equivalent outcome
CHCFAM505A	Operate in a family law environment	CHCFAM505B	Operate in a family law environment	Equivalent outcome
CHCFAM510A	Work with separated fathers	CHCFAM510B	Work with separated fathers	Equivalent outcome
CHCFAM515A	Work holistically with families	CHCFAM515B	Work holistically with families	Equivalent outcome
CHCFAM518A	Work with involuntary and mandated clients	CHCFAM518B	Work with involuntary and mandated clients	Equivalent outcome
CHCFAM519A	Prepare client court reports	CHCFAM519B	Prepare client court reports	Equivalent outcome
CHCFAM520A	Use strengths-based practice in supervision	CHCFAM520B	Use strengths-based practice in supervision	Equivalent outcome
CHCFAM522A	Assist clients to develop emotional regulation	CHCFAM522B	Assist clients to develop emotional regulation	Equivalent outcome
CHCFAM523A	Manage training and development activities for relationship practitioners	CHCFAM523B	Manage training and development activities for relationship practitioners	Equivalent outcome

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCFAM801A	Develop an understanding of child inclusive practice	CHCFAM801B	Develop an understanding of child inclusive practice	Equivalent outcome
CHCFAM802A	Work within a child inclusive framework	CHCFAM802B	Work within a child inclusive framework	Equivalent outcome
CHCFAM806A	Assist clients to develop parenting arrangements	CHCFAM806B	Assist clients to develop parenting arrangements	Equivalent outcome
CHCFC1C	Support the development of children in the service	CHCFC301A	Support the development of children	Significant changes to competency outcome
CHCFC2C	Foster and enhance children's development	CHCFC502A	Foster physical development in early childhood	Major change to competency outcome with focus on physical development specific to early childhood
CHCFC3C	Foster and enhance children's social, emotional and psychological development	CHCFC503A	Foster social development in early childhood	Major change to competency outcome with focus on social development specific to early childhood
CHCFC10C	Enhance the emotional and psychological development of children	CHCFC504A	Support emotional and psychological development in early childhood	Major change to competency outcome with focus on emotional and psychological development specific to early

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
				childhood
CHCFC5C	Foster and enhance children's cognitive and language development	CHCFC505A	Foster cognitive development in early childhood	Major change to competency outcome with focus on cognitive development specific to early childhood
		CHCFC506A	Foster children's language and communication development	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCFC7C	Use music as a medium to enhance children's experience and development	CHCFC507A	Use music to enhance children's experience and development	Moderate change to competency outcome
CHCFC6C CHCFC8A	Provide experiences which facilitate children's expressive development Provide experience which enhance children's development and learning	CHCFC508A	Foster children's aesthetic and creative development	CHCFC508A replaces CHCFC6C and CHCFC8A
CHCFC2C	Foster and enhance children's development	CHCFC512A	Foster physical development in middle childhood	Major change to competency outcome with focus on physical development specific to middle childhood
CHCFC3C	Foster and enhance children's social, emotional and psychological development	CHCFC513A	Foster social development in middle childhood	Major change to competency outcome with focus on social development specific to middle childhood
CHCFC10C	Enhance the emotional and psychological development of	CHCFC514A	Support emotional and psychological development in	Major change to competency outcome with focus on

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CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
	children		middle childhood	emotional and psychological development specific to middle childhood
CHCFC5C	Foster and enhance children's cognitive and language development	CHCFC515A	Foster cognitive development in middle childhood	Major change to competency outcome with focus on cognitive development specific to middle childhood
CHCFC20B	Promote the ethical understandings of children	CHCFC520C	Promote ethical understanding of children	Equivalent outcome
CHCFCS801A	Apply theory and practice of counselling approaches	CHCFCS801B	Apply theory and practice of counselling approaches	Equivalent outcome
CHCFCS802A	Provide relationship counselling	CHCFCS802B	Provide relationship counselling	Equivalent outcome
CHCFCS803A	Provide grief and loss counselling	CHCFCS803B	Provide grief and loss counselling	Equivalent outcome
CHCFCS804A	Provide counselling to children and young people	CHCFCS804B	Provide counselling to children and young people	Equivalent outcome
CHCFCS805A	Provide group counselling	CHCFCS805B	Provide group counselling	Equivalent outcome
CHCFCS806A	Work within a clinical	CHCFCS806C	Work within a clinical	Unit updated in V3 – equivalent

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
	supervision framework		supervision framework	competency outcome
CHCFIN1A CHCFIN2A	Provide information and support to assist clients to manage personal and household finances Determine client needs in respect to financial issues			Replaced by CHCFIN501A, CHCFIN502A & CHCFIN503A
		CHCFIN501A	Identify and apply technical information to assist clients with financial issues	New unit
		CHCFIN502A	Facilitate the financial counselling process	New unit
		CHCFIN503A	Develop and use financial counselling tools and techniques	New unit
		CHCFIN504A	Work effectively in rural financial counselling	New unit
		CHCFLE301A	Work with clients needing financial literacy education	New unit
		CHCFLE302A	Educate clients in fundamental financial literacy skills	New unit

CHC02 Unit Code and Title		**CHC08 Unit Code and Title**		**Change to unit and competency outcome**
		CHCFLE303A	Educate clients to understand debt and consumer credit	New unit
		CHCFOS401A	Provide foster care as part of a team	New unit
		CHCFOS402A	Promote positive development of children and young people in out of home care	New unit
		CHCGMB501A	Work effectively in the problem gambling sector	New unit
		CHCGMB502A	Assess the needs of clients with problem gambling issues	New unit
		CHCGMB503A	Provide counselling for clients with problem gambling issues	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCGROUP1B	Support the activities of existing groups	CHCGROUP201C	Support the activities of existing groups	Equivalent outcome
CHCGROUP2C	Support group activities	CHCGROUP302D	Support group activities	Equivalent outcome
CHCGROUP3C	Plan and conduct group activities	CHCGROUP403D	Plan and conduct group activities	Equivalent outcome
CHCGROUP408A	Facilitate and review a psycho-educational group	CHCGROUP408B	Facilitate and review a psycho-educational group	Equivalent outcome
CHCGROUP410A	Deliver a structured program	CHCGROUP410B	Deliver a structured program	Equivalent outcome
CHCGROUP504A	Assess group members and their social systems	CHCGROUP504B	Assess group members and their social systems	Equivalent outcome
CHCGROUP509A	Manage disclosures and disruptions in groups	CHCGROUP509B	Manage disclosures and disruptions in groups	Equivalent outcome
CHCGROUP805A	Support change in the social systems of group members	CHCGROUP805B	Support change in the social systems of group members	Equivalent outcome
CHCGROUP806A	Plan group interventions	CHCGROUP806B	Plan group interventions	Equivalent outcome
CHCGROUP807A	Implement group interventions	CHCGROUP807B	Implement group interventions	Equivalent outcome
CHCHC301B	Work effectively in a home and community care	CHCHC311A	Work effectively in a home and community care	Significant change to competency outcome

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
		CHCHC311B	Work effectively in home and community care	Unit updated in V3 – equivalent competency outcome
CHCHC302B	Provide personal care in a home and community care environment			Unit removed – addressed in CHCICS301A
		CHCHC401B	Coordinate and monitor home based support	Unit updated in V3 – equivalent competency outcome
CHCICAB	Communicate with children	CHCIC201B	Communicate with children	Equivalent outcome
CHCIC1C	Interact effectively with children	CHCIC301E	Interact effectively with children	Unit updated in V3 – equivalent competency outcome
		CHCIC302A	Support Aboriginal and/or Torres Strait Islander families to participate in children's services	New unit
		CHCIC303A	Work within a regulatory framework specific to children's services	New unit
		CHCIC501A	Manage children's services workplace practice to	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
			address regulations and quality assurance	
CHCIC10C	Establish and implement plans for developing responsible behaviour	CHCIC510A	Establish and implement plans for developing cooperative behaviour	Moderate change to competency outcome
CHCIC11B	Implement and promote inclusive policies and practices	CHCIC511A	Implement and promote inclusive policies and practices in children's services	Minor change to competency outcome
CHCIC12C	Plan the inclusion of children with additional needs	CHCIC512A	Plan and implement inclusion of children with additional needs	Moderate change to competency outcome
CHCIC20B	Manage complex behavioural situations	CHCIC620C	Manage complex behavioural situations	Equivalent outcome
		CHCICS301A	Provide support to meet personal care needs	New unit
		CHCICS302A	Participate in the implementation of individualised plans	New unit
		CHCICS302B	Participate in the implementation of individualised plans	Unit updated in V4 – equivalent competency outcome
		CHCICS303A	Support individual health and emotional	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
			wellbeing	
		CHCICS304B	Work effectively with carers	Unit updated in V3 – equivalent competency outcome
CHCDIS15B	Provide behaviour support	CHCICS305A	Provide behaviour support in the context of individualised plans	Significant upgrading of competency outcomes – and made transferable across sectors
		CHCICS305B	Provide behaviour support in the context of individualised plans	Unit updated in V4 – equivalent competency outcome
		CHCICS306B	Provide basic foot skin and nail care	Unit updated in V3 – equivalent competency outcome
		CHCICS401A	Facilitate support for personal care needs	Unit updated in V4 – equivalent competency outcome
		CHCICS401B	Facilitate support for personal care needs	Unit updated in V4 – equivalent competency outcome
		CHCICS402A	Facilitate individualised plans	New unit
		CHCICS402B	Facilitate individualised plans	Unit updated in V4 – equivalent competency outcome

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
		CHCICS403A	Conduct individual assessment	New unit
CHCDIS16B	Provide advanced behaviour support	CHCICS404A	Plan and provide advanced behaviour support	Significant upgrading of competency outcomes – and made transferable across sectors
		CHCICS404B	Plan and provide advanced behaviour support	Unit updated in V4 – equivalent competency outcome
		CHCICS405A	Facilitate groups for individual outcomes	New unit
		CHCICS406A	Support client self management	New unit
		CHCICS407A	Support positive lifestyle	New unit
		CHCICS408A	Provide support to people with chronic disease	New unit
		CHCICS409A	Recognise and respond to suspected abuse of vulnerable people	New unit
		CHCICS410A	Support relationships with carers and families	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCINF1B	Process and provide information			Unit deleted
CHCINF2B	Maintain organisation's information systems	CHCINF302C	Maintain the organisation's information systems	Unit updated in V3 – equivalent competency outcome
		CHCINF303B	Contribute to information requirements in the community sector	Unit updated in V3 – equivalent competency outcome

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCINF3B	Coordinate information systems	CHCINF403D	Coordinate information systems	Unit updated in V3 – equivalent competency outcome
CHCINF7B	Meet information needs of the community	CHCINF407D	Meet information needs of the community	Unit updated in V3 – equivalent competency outcome
CHCINF8B	Comply with information requirements of the aged care and community care sectors	CHCINF408C	Comply with information requirements of the aged care and community care sectors	Equivalent outcome
CHCINF5B	Meet statutory and organisational information requirements	CHCINF505C	Meet statutory and organisation information requirements	Unit updated in V3 – equivalent competency outcome
CHCINF4B	Manage the organisation's information systems	CHCINF604C	Manage the organisation's information systems	Unit updated in V3 – equivalent competency outcome
CHCINF6B	Manage information strategically	CHCINF606D	Manage information strategically	Unit updated in V3 – equivalent competency outcome
		CHCLD315A	Recognise stages of lifespan development	New unit
		CHCLD415A	Confirm client developmental status	New unit
		CHCLD514A	Analyse impacts of sociological factors on clients in community	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
			work and services	
		CHCLD515A	Analyse client information for service planning and delivery	New unit
CHCLEG401A	Utilise legislation	CHCLEG411A	Use relevant legislation in response to client needs	Minor change to competency outcome
CHCMED401A	Conduct a sound assessment of a dispute for mediation	CHCMED411A	Conduct a sound assessment of a dispute in preparation for mediation	New unit
		CHCLLN401A	Support adult language and literacy learning and development	New unit
		CHCLLN402A	Support adult numeracy learning and development	New unit
		CHCLLN403A	Identify clients with language, literacy and numeracy needs and respond effectively	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCMED402A	Gather and use information for the mediation process	CHCMED412A	Gather and clarify information for the mediation process	Minor changes to competency outcome
CHCMED403A	Manage communication exchanges to define the dispute	CHCMED413A	Manage communication processes to define the dispute	Minor changes to competency outcome
CHCMED404A	Facilitate the mediation process	CHCMED414A	Facilitate mediation processes	Minor changes to competency outcome
CHCMED405A	Facilitate interaction between clients	CHCMED415A	Facilitate interaction between parties in mediation	Minor changes to competency outcome
CHCMED406A	Consolidate and conclude the mediation process	CHCMED416B	Consolidate and conclude the mediation process	Unit updated in V3 – equivalent competency outcome
CHCMED407A	Reflect and improve upon professional mediation practice	CHCMED417B	Reflect and improve upon professional mediation practice	Equivalent outcome
CHCMED408B	Identify the need for alternative dispute resolution	CHCMED418C	Identify the need for alternative dispute resolution	Equivalent outcome
CHCMED409B	Facilitate alternative dispute resolution processes	CHCMED419C	Facilitate alternative dispute resolution processes	Equivalent outcome
		CHCMGT601B	Contribute to effective governance in the community sector	Unit updated in V3 – equivalent competency outcome

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CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
		CHCMGT801B	Manage a complex community sector organisation	Unit updated in V3 – equivalent competency outcome
CHCPOL7A	Manage policy development	CHCMGT802C	Manage policy development	Unit updated in V3 – equivalent competency outcome
		CHCMGT803B	Provide strategic leadership	Unit updated in V3 – equivalent competency outcome
CHCMH1B	Orientation to mental health work	CHCMH301B	Work effectively in mental health	Unit updated in V3 – equivalent competency outcome
		CHCMH401A	Work effectively in mental health settings	New unit – building on CHCMH301C
		CHCMH402A	Apply understanding of mental health issues and recovery processes	New unit
		CHCMH402B	Apply understanding of mental health issues and recovery processes	Unit updated in V4 – equivalent competency outcome
		CHCMH403A	Establish and maintain communication and relationships to support the	New unit

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CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
			recovery process	
		CHCMH404A	Conduct assessment and planning as part of the recovery process	New unit
		CHCMH404B	Conduct assessment and planning as part of the recovery process	Unit updated in V4 – equivalent competency outcome
		CHCMH405A	Work collaboratively to support recovery process	New unit
CHCMH8A	Provide interventions to meet the needs of consumers with mental health and AOD issues	CHCMH408B	Provide interventions to meet the needs of consumers with mental health and AOD issues	Unit updated in V3 – equivalent competency outcome
		CHCMH409A	Facilitate consumer, family and carer participation in the recovery process	New unit
		CHCMH411A	Work with people with mental health issues	New unit
		CHCMH501A	Provide advanced supports to facilitate recovery	New unit
		CHCMH502A	Provide supports for children at risk of mental	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
			health problems	
		CHCMH503A	Provide forensic mental health services	New unit
CHCMH4C	Provide non-clinical services to people with mental health issues	CHCMH504D	Provide a range of services to people with mental health issues	Unit updated in V3 – equivalent competency outcome
CHCMH7A	Provide, with consumers, support and interventions to meet the needs of carers and families			Unit removed – see new unit CHCMH409A in similar area
		CHCNAN301A	Attend to daily functions in home based child care	New unit
CHCNET1C	Participate in networks	CHCNET301D	Participate in networks	Equivalent outcome
CHCNET2B	Maintain effective networks	CHCNET402A	Establish and maintain effective networks	New unit
CHCNET4A	Work with other services	CHCNET404A	Facilitate links with other services	New unit
		CHCNET501A	Work effectively with other services and networks	New unit combining CHCNET4A & CHCNET3B
		CHCNET501B	Work effectively with other services and networks	Unit updated in V3 – equivalent competency outcome

CHC02 Unit Code and Title		**CHC08 Unit Code and Title**		**Change to unit and competency outcome**
CHCNET3B	Develop new networks	CHCNET503C	Develop new networks	Unit updated in V3 – equivalent competency outcome
		CHCOHC303A	Use basic oral health screening tools	Unit updated in V3 – equivalent competency outcome
		CHCOHC401A	Inform and encourage clients and groups to understand and achieve good oral health	New unit
		CHCOHC402A	Support clients and groups to learn practical aspects of oral health care	New unit
		CHCOHC404A	Recognise and respond to signs and symptoms that may indicate oral health issues	New unit
		CHCOHC406A	Provide or assist with oral hygiene	New unit
		CHCOHC407A	Apply and manage use of basic oral health products	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCOHS201A	Follow OHS procedures			Unit replaced by HLTOHS200B
CHCOHS301A	Participate in workplace safety procedures			Unit replaced by HLTOHS300B
CHCOHS302A	Participate in safety procedures for direct care work	CHCOHS312A	Follow safety procedures for direct care work	Moderate changes to competency outcome
		CHCOHS312B	Follow safety procedures for direct care work	Unit updated in V4 - replaced by CHCWHS312A

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CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCOHS401A	Implement and monitor OHS policies and procedures for a workplace			Unit replaced by HLTOHS400A
CHCOHS501A	Manage workplace OHS management system			Unit replaced by HLTOHS500A
CHCOHS502A	Evaluate and improve workplace OHS management system			Unit replaced by HLTOHS600A
CHCORG1B	Follow the organisation's policies, procedures and programs	CHCORG201A	Follow policies, procedures and programs of the organisation	Moderate change to include knowledge of legal and ethical issues
		CHCORG201B	Follow policies, procedures and programs of the organisation	Unit updated in V3 – equivalent competency outcome
CHCORG2B	Work with others	CHCORG202C	Work with others	Equivalent outcome
CHCORG3B	Participate in the work environment	CHCORG303A	Participate effectively in the work environment	Minor change to competency outcome
		CHCORG303B	Participate effectively in the work environment	Unit updated in V3 – equivalent competency outcome

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCORG22A	Contribute to service delivery strategy	CHCORG322B	Contribute to implementation of service delivery strategy	Equivalent outcome
CHCORG5B	Maintain an effective work environment	CHCORG405D	Maintain an effective work environment	Unit updated in V3 – equivalent competency outcome
		CHCORG406B	Supervise work	Unit updated in V3 – equivalent competency outcome
CHCORG23B	Coordinate work	CHCORG423A	Maintain quality service delivery	New unit title better reflects unit content, competency outcome changed to include element re monitor and review service delivery
		CHCORG423B	Maintain quality service delivery	Unit updated in V3 – equivalent competency outcome
CHCORG28A	Reflect and improve upon professional practice	CHCORG428A	Reflect on and improve own professional practice	Minor changes to competency outcome
		CHCORG501B	Facilitate workplace change and innovation	Unit updated in V3 – equivalent competency outcome
		CHCORG502A	Work autonomously	New unit

Community Services and Health Industry Skills Council

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCORG6B	Coordinate the work environment	CHCORG506D	Coordinate the work environment	Unit updated in V3 – equivalent competency outcome
CHCORG25B	Recruit and coordinate volunteers	CHCORG525D	Recruit and coordinate volunteers	Unit updated in V3 – equivalent competency outcome
CHCORG29A	Provide coaching and motivation	CHCORG529B	Provide coaching and motivation	Equivalent outcome
		CHCORG605A	Manage human resources in a community sector organisation	New unit
CHCORG7B	Manage workplace issues	CHCORG607C	Manage workplace issues	Unit updated in V3 – equivalent competency outcome
CHCORG8C	Establish and manage new programs or services	CHCORG608D	Establish and manage new programs or services	Unit updated in V3 – equivalent competency outcome
CHCORG9B	Manage projects and strategies	CHCORG609D	Manage projects and strategies	Unit updated in V3 – equivalent competency outcome
CHCORG10B	Manage organisational change	CHCORG610A	Manage change in a community sector organisation	Minor change to competency outcome
		CHCORG610B	Manage change in a community sector organisation	Unit updated in V3 – equivalent competency outcome

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCORG11B	Lead and develop others	CHCORG611A	Lead and develop others in a community sector workplace	Moderate change to competency outcome
		CHCORG611B	Lead and develop others in a community sector workplace	Unit updated in V3 – equivalent competency outcome
CHCORG12B	Review organisational effectiveness	CHCORG612D	Review organisation's effectiveness	Unit updated in V3 – equivalent competency outcome
CHCORG13B	Manage organisational strategic and business planning	CHCORG613D	Manage organisation's strategic and business planning	Unit updated in V3 – equivalent competency outcome
CHCORG14B	Manage a service organisation	CHCORG614A	Manage a community sector organisation	Minor change to competency outcome
		CHCORG614B	Manage a community sector organisation	Unit updated in V3 – equivalent competency outcome

Community Services and Health Industry Skills Council

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCORG15B	Promote the organisation	CHCORG615D	Promote the organisation	Unit updated in V3 – equivalent competency outcome
CHCORG16B	Manage training	CHCORG616C	Manage training	Equivalent outcome
CHCORG19B	Develop and maintain the quality of service outcomes	CHCORG619C	Manage quality of organisation's service delivery outcomes	Unit updated in V3 – equivalent competency outcome
CHCORG20B	Promote and represent the service	CHCORG620C	Promote and represent the service	Unit updated in V3 – equivalent competency outcome
CHCORG21B	Act as a resource to other services	CHCORG621C	Act as a resource to other services	Unit updated in V3 – equivalent competency outcome
CHCORG24B	Provide leadership in community services delivery	CHCORG624D	Provide leadership in community services delivery	Unit updated in V3 – equivalent competency outcome
CHCORG26A	Manage a service level agreement	CHCORG626B	Manage a service level agreement	Equivalent outcome
CHCORG27A	Provide mentoring support to colleagues	CHCORG627B	Provide mentoring support to colleagues	Equivalent outcome
		CHCORG701B	Provide leadership as a practitioner in community services	Unit updated in V3 – equivalent competency outcome
		CHCOSHC401A	Support children to participate in outside school	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
			hours care	
		CHCOSHC402B	Develop and implement activities in outside school hours care	Unit updated in V3 – equivalent competency outcome
		CHCOSHC403B	Work effectively with children in outside school hours care	Unit updated in V3 – equivalent competency outcome
CHCPA01A	Deliver care services using a palliative approach	CHCPA301B	Deliver care services using a palliative approach	Equivalent outcome
CHCPA02A	Plan for and provide care services using a palliative approach	CHCPA402B	Plan for and provide care services using a palliative approach	Equivalent outcome
		CHCPAS401A	Undertake pastoral care work	New unit
CHCPOL1A	Participate in policy development	CHCPOL301B	Participate in policy development	Equivalent outcome
CHCPOL2A	Contribute to policy development	CHCPOL402B	Contribute to policy development	Equivalent outcome
CHCPOL3A	Undertake research activities	CHCPOL403B	Undertake research activities	Equivalent outcome
		CHCPOL404A	Undertake policy review	New unit
		CHCPOL501A	Access evidence and apply in	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
			practice	
CHCPOL4A	Develop and implement policy	CHCPOL504B	Develop and implement policy	Equivalent outcome
CHCPOL5A	Manage research activities	CHCPOL505B	Manage research activities	Equivalent outcome
CHCPOL6A	Coordinate policy development	CHCPOL606B	Coordinate policy development	Equivalent outcome
		CHCPOL701B	Use research evidence to advance policy and practice	Unit updated in V3 – equivalent competency outcome
CHCPR1C	Deliver services/activities to stimulate children's development and enhance their leisure	CHCPR301A	Provide experiences to support children's play and learning	Moderate changes to competency outcome
		CHCPR301B	Provide experiences to support children's play and learning	Unit updated in V3 – equivalent competency outcome
		CHCPR301C	Provide experiences to support children's play and learning	Unit updated in V4 – equivalent competency outcome
		CHCPR302A	Support sustainable practice	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCPR3C	Develop an understanding of children's interests and developmental needs	CHCPR303D	Develop understanding of children's interests and developmental needs	Equivalent outcome
CHCPR2C	Arrange/organise experiences which facilitate and enhance children's development	CHCPR502E	Organise experiences to facilitate and enhance children's development	Unit updated in V3 – equivalent competency outcome
CHCPR9C	Document, interpret and use information about children	CHCPR509A	Gather, interpret and use information about children	Minor change to competency outcome
CHCPR10C	Design, implement and evaluate programs of the service	CHCPR510A	Design, implement and evaluate programs and care routines for children	Moderate change to competency outcome
		CHCPR510B	Design, implement and evaluate programs and care routines for children	Unit updated in V3 – equivalent competency outcome
		CHCPR515A	Develop and implement a program to support sustainable practice	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCPR13B	Facilitate the development of programs for children with additional needs	CHCPR613C	Facilitate the development of programs for children with additional needs	Equivalent outcome
CHCPR14B	Observe children and interpret observations	CHCPR614C	Observe children and interpret observations	Equivalent outcome
CHCHPROM1A	Share health information	CHCPROM401B	Share health information	Unit updated in V3 – equivalent competency outcome
CHCHPROM2a	Implement health promotion and community intervention	CHCPROM502B	Implement health promotion and community intervention	Equivalent outcome
		CHCPROM503A	Provide community focused promotion and prevention strategies	New unit

CHC02 Unit Code and Title		**CHC08 Unit Code and Title**		**Change to unit and competency outcome**
CHCPROT1B	Act as a witness	CHCPROT401C	Act as a witness	Equivalent outcome
CHCPROT4C	Prepare information for justice processes	CHCPROT404D	Prepare information for justice processes	Equivalent outcome
CHCPROT5C	Provide supervision in the community	CHCPROT405D	Provide supervision in the community	Unit updated in V3 – equivalent competency outcome
CHCPROT6B	Facilitate court orders	CHCPROT406C	Facilitate court orders	Equivalent outcome
CHCPROT7C	Provide supervision in a secure system	CHCPROT407D	Provide supervision in a secure system	Unit updated in V3 – equivalent competency outcome
CHCPROT8C	Respond to a report of risk or harm made to a statutory body			Unit removed
CHCPROT9C	Provide primary residential care	CHCPROT409D	Provide primary residential care	Unit updated in V3 – equivalent competency outcome
CHCPROT11B	Provide for care and protection of clients in specific need	CHCPROT411C	Provide for care and protection of clients in specific need	Equivalent outcome
		CHCPROT422A	Undertake child protection work within an Aboriginal and/or Torres Strait Islander framework	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
		CHCPROT423A	Support transition from care	New unit
		CHCPROT424A	Develop a child protection practice framework	New unit
		CHCPROT429A	Work collaboratively to maintain a child safe environment	New unit
		CHCPROT430A	Develop and implement a multi agency investigation and child risk assessment strategy	New unit

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CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCPROT2C	Undertake and implement planning with at-risk children and young people and their families	CHCPROT502D	Undertake and implement planning with at-risk children and young people and their families	Unit updated in V3 – equivalent competency outcome
CHCPROT10C	Support the progress and development of young people	CHCPROT510D	Support the progress and development of young people	Unit updated in V3 – equivalent competency outcome
CHCPROT12B	Coordinate work integrating statutory requirements and responsibilities	CHCPROT512C	Coordinate work integrating statutory requirements and responsibilities	Equivalent outcome
CHCPROT14B	Develop protocols for operating within a statutory environment			Unit removed
CHCPROT16A	Coordinate information and services to justice agencies			Unit removed
		CHCPROT526A	Work in a child protection environment	New unit
		CHCPROT531A	Interview children for investigation of child protection concerns	New unit
CHCPROT13C	Operate in a legal context			Superseded by CHCPROT532 A
		CHCPROT532A	Interact with the legal system to	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
			protect children	
		CHCPROT533A	Work with children and young people with complex trauma and attachment issues and needs	New unit
CHCPROT3D	Manage provision of out of home care	CHCPROT603A	Plan and manage provision of out of home care	Significant change to competency outcome – elements 5&6 removed
		CHCPROT701A	Conduct complex child protection risk assessment	New unit
		CHCPROT702A	Apply for and implement child protection orders	New unit
		CHCPROT703A	Facilitate incident prevention strategies in child protection work	New unit
		CHCPW601A	Establish and support mental health peer work	New unit
		CHCPW401A	Orientation to mental health peer work	New unit
		CHCPW402A	Contribute to continuous improvement of services for consumers and carers	New unit

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CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
		CHCPW403A	Apply lived experience in Mental Health Peer Work	New unit
		CHCPW404A	Orientation to trauma informed care	New unit
		CHCPW405A	Promote and facilitate self-advocacy	New unit
		CHCPW406A	Work effectively in consumer mental health peer work	New unit
		CHCPW407A	Support self-directed physical health and wellbeing	New unit
		CHCPW408A	Work effectively in carer mental health peer work	New unit
CHCQM601A	Manage an accreditation process	CHCQM501B	Facilitate an accreditation process	Equivalent outcome
		CHCRCP401A	Use telephone communication skills to assess caller's needs	New unit
		CHCRCP402A	Conduct assessment of carer's needs	New unit
		CHCRCP403A	Support carers to access	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
			information and services	
CHCRF1C	Work effectively with families to care for the child	CHCRF301E	Work effectively with families to care for the child	Unit updated in V3 – equivalent competency outcome
CHCRF2A	Provide intervention support to children and families	CHCRF402B	Provide intervention support to children and families	Equivalent outcome
CHCRF11B	Work in partnership with families to care for the child	CHCRF511A	Work in partnership with families to provide appropriate care for children	Minor change to competency outcome
CHCRF21B	Promote equity in access to the service	CHCRF621C	Promote equity in access to the service	Equivalent outcome
CHCRF22B	Plan child care provision with families	CHCRF622C	Plan child care provision with families	Equivalent outcome
CHCRF23B	Respond to problems and complaints about the service	CHCRF623C	Respond to problems and complaints about the service	Equivalent outcome
CHCRF24B	Support parents in their parenting role	CHCRF624C	Support parents in their parenting role	Equivalent outcome
CHCRH1B	Orientation to work in the leisure and health industry	CHCRH401A	Work effectively in the leisure and health industry	Minor change to competency outcome
CHCRH401A	Work effectively	CHCRH401B	Work effectively	Unit updated in

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
	in the leisure and health industry		in the leisure and health industry	V3 – equivalent competency outcome
CHCRH2A	Leisure and health programming	CHCRH402A	Undertake leisure and health programming	Significant changes to competency outcome
CHCRH4B	Coordinate, implement and monitor leisure and recreation programs	CHCRH404A	Plan, implement and monitor leisure and health programs	Significant change to competency outcome to better reflect work role
		CHCRH406A	Apply knowledge of human behaviour in leisure activity programs	New unit
		CHCRH407A	Apply sociological concepts to leisure and health	New unit
CHCRH3B	Develop leisure and recreation programs for clients with special needs	CHCRH503A	Develop leisure and health programs for clients with special needs	Significant changes to competency outcomes
		CHCRH504A	Coordinate planning, implementation and monitoring of leisure and health programs	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCRH5B	Conduct a program for children and young people with special needs	CHCRH505C	Conduct a program for children and young people with special needs	Equivalent outcome
		CHCRH506A	Provide leisure education	New unit
		CHCRH507A	Apply concepts of human psychology to facilitate involvement in leisure programs	New unit
CHCSD12B	Act as a resource to workers	CHCSD512C	Act as a resource to workers	Equivalent outcome
CHCSD11B	Facilitate the inclusion of children with additional needs	CHCSD611C	Facilitate the inclusion of children with additional needs	Equivalent outcome
		CHCSW401A	Work effectively with forced migrants	New unit
		CHCSW402A	Undertake bicultural work with forced migrants in Australia	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCT3B	Apply safe food hygiene practices			Unit removed
CHCTC1A	Deliver a service consistent with the organisation's mission and values	CHCTC301B	Deliver a service consistent with the organisation's mission and values	Unit updated in V3 – equivalent competency outcome
CHCTC2A	Undertake telephone counselling	CHCTC302A	Provide client-centred telephone counselling	Equivalent outcome
CHCTC3A	Provide counselling in crisis situations	CHCTC403A	Provide telephone counselling in crisis situations	Equivalent outcome
CHCTC4A	Provide competent suicide intervention over the telephone	CHCTC404B	Provide competent suicide intervention in a telephone counselling context	Unit updated in V3 – equivalent competency outcome
		CHCVOL201A	Be an effective volunteer	Equivalent outcome
		CHCYJ401A	Work in the youth justice environment	New unit
		CHCYJ402A	Support Aboriginal and/or Torres Strait Islander young people in youth justice system	New unit
		CHCYJ403A	Prepare young people for reintegration	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
		CHCYJ501A	Develop and support a youth justice team	New unit
		CHCYJ502A	Respond to needs of youth justice clients	New unit
CHCYTH1C	Work effectively with young people	CHCYTH301E	Work effectively with young people	Unit updated in V3 – equivalent competency outcome
		CHCYTH401B	Engage respectfully with young people	Unit updated in V3 – equivalent competency outcome

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCYTH2C	Provide care and protection for young people	CHCYTH402B	Work effectively with young people in the youth work context	Unit updated in V3 – equivalent competency outcome
CHCYTH3C	Support young people to address their circumstances	CHCYTH403B	Support young people to create opportunities in their lives	Unit updated in V3 – equivalent competency outcome
CHCYTH4C	Support young people in crisis	CHCYTH404D	Support young people in crisis	Unit updated in V3 – equivalent competency outcome
CHCYTH7C	Respond to critical situations	CHCYTH407D	Respond to critical situations	Unit updated in V3 – equivalent competency outcome
CHCYTH9C	Develop and implement procedures to enable young people to address their needs	CHCYTH501A	Develop and implement procedures to enable young people to address their needs	New unit with elements from CHCYTH2C and CHCYTH9C
		CHCYTH502A	Work with young people to establish support networks	New unit
		CHCYTH503A	Undertake youth work in specific communities	New unit
		CHCYTH504A	Support young people to take collective action	New unit

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CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCYTH5C	Support youth programs	CHCYTH505D	Support youth programs	Unit updated in V3 – equivalent competency outcome
CHCYTH6C	Provide appropriate services for young people	CHCYTH506A	Provide services for young people appropriate to their needs and circumstances	Unit updated in V3 – equivalent competency outcome
CHCYTH10A	Work effectively with the families of young people	CHCYTH511A	Work effectively with young people and their families	Significant change to competency outcome
		CHCYTH511B	Work effectively with young people and their families	Unit updated in V3 – equivalent competency outcome
CHCYTH8B	Manage service response to young people in crisis	CHCYTH608C	Manage service response to young people in crisis	Unit updated in V3 – equivalent competency outcome

Explanation of the review date

The review date (shown on the title page and in the footer of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed or replaced.

Overview

Overview of Training Packages

What is a Training Package?

A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Each Training Package:

- provides a consistent and reliable set of components for training, recognising and assessing people's skills, and may also have optional support materials
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

How do Training Packages fit within the National Training Framework?

The National Training Framework is made up of the nationally agreed quality arrangements for the vocational education and training sector, the Australian Quality Training Framework (AQTF), and Training Packages endorsed by the National Quality Council (NQC).

How are Training Packages developed?

Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.

How do Training Packages encourage flexibility?

Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained.

Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.

With Training Packages, assessment and training may be conducted at the workplace, off-the-job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

Who can deliver and assess using Training Packages?

Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO as specified in the AQTF *Standards for Registered Training Organisations*.

Training Package components

Training Packages are made up of mandatory components endorsed by the NQC, and optional support materials.

Training Package endorsed components

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.

Competency Standards

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Assessment Guidelines

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the *Standards for Registered Training Organisations*. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

Qualifications Framework

Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the 'packaging rules'. The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

Training Package support materials

The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.

Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.

Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

Where such materials have been quality assured through a process of 'noting' by the NQC, they display the following official logo. Noted support materials are listed on the TGA (www.training.gov.au), together with a detailed description and information on the type of product and its availability (www.ntis.gov.au).

It is not compulsory to submit support materials for noting; any resources that meet the requirements of the Training Package can be used.

Training Package, qualification and unit of competency codes

There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, and with the title always following the code.

Training Package codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example CHC08. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

Qualification codes

Within each Training Package, each qualification has a unique eight-character code, for example CHC52008. The first three letters identify the Training Package; the first number identifies the qualification level (noting that arabic numbers are not used in qualification titles themselves); the next two numbers identify the position in the sequence of the qualification at that level; and the last two numbers identify the year in which the qualification was endorsed.

(Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)

Unit of competency codes

Within each Training Package, each unit of competency has a unique code. The unit of competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package.

A typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in CHCCD412A. The first three characters signify the Training Package (CHC08 Community Services Training Package in the above example) and up to eight characters, relating to an industry sector, function or skill area, follow. The last character is always a letter and identifies the unit of competency version. The 'A' in the example above indicates that this is the original unit of competency. An incremented version identifier usually means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent. Where changes are made that alter the outcome, a new code is assigned and the title is changed.

Training Package, qualification and unit of competency titles

There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

Training Package titles

The title of each endorsed Training Package is unique and relates the Training Package's broad industry coverage.

Qualification titles

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

- Firstly, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Vocational Graduate Certificate or Vocational Graduate Diploma
- This is followed by the words 'in' for Certificates I to IV and Vocational Graduate Certificate and 'of' for Diploma Advanced Diploma and Vocational Graduate Diploma
- Then the industry descriptor follows, for example 'Community Services'

and

- If applicable, the occupational or functional stream follows in brackets, for example (Mental health).

For example:

- CHC50308 Diploma of Community Services (Mental health)
- CHC41208 Certificate IV in Children's Services (Outside school hours care)
- CHC70108 Vocational Graduate Certificate in Community Services Practice (Statutory child protection).

Unit of competency titles

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.

For example:

- CHCCS400B Work within a legal and ethical framework
- CHCCS416A Assess and deliver services to clients with complex needs
- CHCCS505A Provide supervision support to community sector workers
-

Introduction to the Community Services Training Package

Introduction to the Community Services Training Package

Content of the CHC08 Community Services Training Package

The endorsed (DRAFT) components of the CHC08 Community Services Training Package are presented as follows:

- Volume 1 — Training Package Overview and Assessment Guidelines
- Volume 2 — Qualifications Framework
- Volume 3 — Employability Skills Qualification Summaries

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- Competency standards are presented as individual files.
  These may be accessed electronically on CD-ROM through hyperlinks from the Qualifications Framework.

The Community Services industry in Australia, like most others, is in the midst of significant ongoing changes that are redefining the workforce and its training needs. The Community Services Training Package must continue to meet these changing needs.

The Community Services Training Package was first endorsed in February 1999. Review of this version focused on:

- Enhancing community capacity, including a strong focus on Aboriginal and Torres Strait Islander health and well being initiatives
- Importing units of competency to address certain ancillary functions
- Strategies and associated skills in prevention and early intervention as well as crisis intervention and casework
- A trend towards performance measurement.

Since the endorsement of the revised (CHC02) Community Services Training Package in 2002, social, political, economic and workforce changes have affected both work roles and the skill profiles of workers. This section describes changes and current trends in the community sector and how these have been addressed in the review of CHC02.

Work in the community sector

The community services sector assists and supports individuals, families and communities in need, contributing to the well being and quality of life of these Australians.
Activities within the sector pre-dominantly fall into two categories:

- Direct community service activities provided to individuals and families
- Other community sector activities including working with groups and communities, social planning, advocacy and social action, assistance to other organisations.

There is, however, no agreed approach to defining the community sector industry or workforce either by sector of work, occupation or profession. Many professionals work across sectors and across industries.

A person classified as a community services professional may equally well be employed within other industry sectors. Conversely, people with skills and experience in other occupations may be employed in community services organisations in areas such as administration, management and maintenance work.

In addition it is common practice for people employed in the sector to have a particular professional qualification but to be employed in a job which is classified differently. For example a person qualified for social work may be employed as a child protection worker or as a family support worker.

This lack of agreement and definition regarding the workforce has meant a lack of reliable consistent data with neither ANZSIC or ASCO codes enabling the identification of community services as a distinct area with some sectors being well identified and others not identifiable at all.

Diagram 1 outlines the different ways in which community services work may be classified.

Diagram 1: Classifications of Community Services Work

One difficulty of working in the community sector is the shortage of usable data regarding the workforce as a whole. While some sections of the workforce have extensive data collected (for example the Australian Department of Families, Community Services and Indigenous Affairs has conducted an annual census of Child Care Services since 1986) other sectors have no consistent data available at all.

In general, however, the community sector workforce has a different profile from the general Australian workforce. In short the community sector workforce is:

- predominantly employed in not-for-profit community based organisations
- predominantly female
- predominantly employed on a part time or casual basis
- predominantly older with a high proportion of workers nearing retirement
- more likely to have a non-school qualification than workers across all industries but have a lower gross weekly income[1].

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1 ABS Social Trends 2004

It is also worth noting that 12% of employed Aboriginal and Torres Strait Islander people work in community services or health industries.

The unpaid workforce

The Australian Bureau of Statistics definition of the workforce is based on paid employment, with people engaged in unpaid activities being excluded from their data. However, it is imperative to take into account the unpaid workers in the community sector workforce.

In June 2000 there were 211,700 volunteers[2] working in the community services industry representing an increase of 31% in volunteer numbers since 1996[3].   These workers make an important contribution which would have a considerable impact on both the industry and the general community (including Australia's economic structure) should this contribution cease.

Two types of unpaid workers are involved in the delivery of community services, volunteers and unpaid carers. Unpaid carers provide the largest contribution to total time spent providing community and welfare services with 7.4 million households directly caring for relatives and friends[4]. *Australia's Welfare 2007* estimated unpaid carers as equivalent to over one million full-time-equivalent workers with an imputed value of unpaid care as $41.4 billion. As with the paid workforce the unpaid workforce is ageing with the average age of volunteers in community services at 53 years; with all volunteers at 44 years.[5]

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2 ABS Social Trends 2004

3 ABS Australian Social Trends, 2003

4 Australia's Welfare 2003

5 AIHW, Australia's Welfare 2007

Characteristics of work in the community services industry

Work in the community services industry reflects a complex inter-relationship of duty of care, ethical behaviours, personal values, service delivery standards, and methodologies.

It involves:

- working with individuals, the family, groups and the community
- focusing on community benefits including maximising community development
- unpaid and paid work
- working successfully with cultural diversity including:
- females and males across a range of age groups
- people from linguistically and culturally diverse backgrounds
- Aboriginal people and Torres Strait Islander people
- people with mental and other health issues, and those with developmental differences.

Work in the community services industry entails understanding that successful service delivery requires the inter-relationship of individuals, groups and community organisations.

The ethical framework for working in the industry has now largely been formally documented through agreed legislative statutes. All work undertaken in the industry reflects understanding and compliance with relevant local, state, national and international statutory and legislative requirements, including those relating to:

- workplace practices
- human and civil rights
- specific client service delivery.

All work undertaken in the industry needs to comply with accepted industry standards of ethical practice, including those related to:

- client relationships
- financial management
- information collection, storage and dissemination
- workplace behaviours
- operation of community (and other) organisations.

All work undertaken in the industry includes an understanding and application of:

- knowledge about the changing social, economic and political climate as it impacts on the industry
- principles of social justice, human rights, anti-discrimination and confidentiality
- practices to address cross-cultural issues
- relevant OHS and employment equity principles and practices
- principles of non-discriminatory service
- the impact of personal biases and experiences
- individual differences of clients and colleagues, including those relating to cultural, social, economic, physical and health
- consideration of the needs and rights of the individual, the family, the community and society

- a client-centred approach to work
- the diversity of relevant models and practices
- the holistic needs and rights of clients (as individuals and as a community).

Work practices include strategies to empower individuals and groups, promote individual independence, and to respect the rights and dignity of clients and colleagues.

Coverage by the Community Services Training Package

The Community Services Training Package is designed to address the full range of services, modes of delivery and client profiles that are characteristic of the community sector.

Diagram 2 represents an overview of the breadth of coverage of work within the sector and the Training Package, without intending to depict all areas of work.

Diagram 2: Community Services Training Package – Range of Work

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Relationship between community services and health

There are many areas of synergy between work in the community sector and in health.

Diagram 3 depicts the relationship between areas of work covered within the Community Services Training Package and areas of work covered within the Health Training Package.

The diagram is not intended to depict all areas of work but to provide an example of the types of relationships.

Diagram 3: Relationship between Community Services and Health Training Packages

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Stakeholder issues addressed in CHC02 review

The following changes have been made during the review of CHC02 Community Services Training Package to address issues raised by stakeholders and outlined in the Scoping Report for the Project.

- The Training Package has been reorganised to reflect common areas of work and service type to facilitate access and to allow for greater commonality and clearer pathways. Qualifications have been grouped as follows:
- Pathway qualifications
- Individual client support qualifications
- Community services and development qualifications
- Children's and youth services qualifications
- Client services qualifications
- Qualifications in coordination and management for the community sector
- Advanced practice qualifications.
- Vocational graduate qualifications have been included in line with industry consultation and areas for further consultation and development have been identified.
- Qualifications and units of competency have been reviewed and streamlined to:
- meet industry needs now and as far as appropriate into the future
- provide improved career pathways
- ensure sufficient flexibility for use across a range of sectors where appropriate
- facilitate specialised outcomes in line with identified requirements of employers in sectors where this is required and appropriate.
- Skill sets have been explicitly included in line with development priorities identified by industry.
- Critical areas of knowledge for community sector work have been addressed, including human development (child and adult), psychology and sociology. This includes the development of new units of competency as well as clearer articulation in existing units.
- The essential skills and knowledge components of each unit of competency have been given greater emphasis and included in assessment requirements.
- Units of competency which apply across different AQF levels have been identified and revised as required or new units written to support consistent assessment and delivery.
- Where appropriate, common units of competency have been used and/or developed to facilitate clear pathways and better articulation between qualifications, including use of imported units to avoid duplication.
- New unit codes have been assigned to reflect an 'indicative' AQF level which identifies the AQF level of qualifications in which they are most commonly packaged.
- Information technology content has been better articulated in existing units of competency and additional units of competency have been imported and/or developed to address information technology knowledge and skills.
- New qualifications and units of competency have been developed to address identified 'gaps'.

Coverage for specific groups in the industry

The Qualifications Framework has been structured to avoid embedded bias or discrimination for any individuals or groups. The aim is to ensure that:

Community Services and Health Industry Skills Council

- entry level qualifications reflect realistic jobs and do not present barriers to new industry entrants by defining unrealistic qualification requirements
- real career pathways and progressions through job roles are identified via the structure of qualifications and the defined scope of coverage of individual units of competency
- where qualifications are structured to include entry requirements, they reflect the needs of the work function without excluding or complicating industry entrance or progression of those who could perform appropriately at the qualification level
- literacy and numeracy requirements identified match job requirements rather than training requirements, with training providers needing to be responsible for tailoring training to meet learner needs
- qualifications and units are culturally inclusive and where necessary identify skills required to work within specific communities or with specific groups
- VETiS (VET in Schools) pathways are available to facilitate transition from school to work
- Australian Apprenticeship pathways are available to provide for structured entry-level pathways and to promote access to industry jobs
- qualifications and units address the needs of unpaid and paid workers in the industry
- qualifications and units are written in a way that will enable flexible delivery of training and assessment to ensure the needs of existing workers are addressed
- specific attention has been given to ensuring the needs of Aboriginal and Torres Strait Islander communities will be addressed in the skills development framework.

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Assessment Guidelines

Assessment Guidelines

Introduction

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the AQTF 2007. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

This document is to be used in conjunction with the Community Services Training Package Qualifications Framework (in Volume 2) and associated units of competency.

Assessment system overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF requirements; licensing and registration requirements; and assessment pathways.

Benchmarks for assessment

Assessment within the National Skills Framework is the process of collecting evidence and making judgments about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

In the areas of work covered by this Training Package, the endorsed units of competency are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

Australian Quality Training Framework assessment requirements

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the AQTF 2007 Essential Standards for Registration.

The AQTF 2007 Essential Standards for Registration can be downloaded from <www.training.com.au/aqtf2007>. The following points summarise assessment requirements.

Registration of training organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering/Course Accrediting Body in accordance with the AQTF 2007. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration.

Quality training and assessment

Each RTO must provide quality training and assessment across all its operations. See the AQTF 2007 *Essential Standards for Registration*, Standard 1.

Assessor competency requirements

Each person involved in training and assessment must be competent for the functions they perform. See the AQTF 2007 *Essential Standards for Registration*, Standard 1 for assessor (and trainer) competency requirements.

Assessment requirements

The RTO's assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF 2007 *Essential Standards for Registration*, Standard 1.

Assessment strategies

Each RTO must have strategies for training and assessment that meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders. See the AQTF 2007 *Essential Standards for Registration*, Standard 1.

National recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF 2007 *Essential Standards for Registration*, Conditions of Registration 7: Recognition of qualifications issued by other RTOs.

Access and equity and client outcomes

Each RTO must adhere to the principles of access and equity and maximise outcomes for its clients. See the AQTF 2007 *Essential Standards for Registration*, Standard 2.

Monitoring assessments

Training and/or assessment provided on behalf of the RTO must be monitored to ensure that it is in accordance with all aspects of the *Essential Standards for Registration*. See the AQTF 2007 *Essential Standards for Registration*, Standard 3.

Recording assessment outcomes

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF 2007 *Essential Standards for Registration*, Standard 3.

Issuing AQF qualifications and Statements of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the current AQF Implementation Handbook and the endorsed Training Packages within the scope of its registration.

An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met.

A Statement of Attainment is issued when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s).

See the AQTF 2007 and the 2007 edition of the AQF Implementation Handbook—available on the AQFAB website *<www.aqf.edu.au>*.

Licensing/registration requirements

This section provides information on licensing/registration requirements for this Training Package, with the following important disclaimer.

Licensing and registration requirements that apply to specific industries, and vocational education and training, vary between each State and Territory, and can regularly change. The developers of the Community Services Training Package, and DEEWR, consider that the licensing/registration requirements described in this section apply to RTOs, assessors or candidates with respect to this Training Package. While reasonable care has been taken in its preparation, the developers of the Community Services Training Package and DEEWR cannot guarantee that the list is definitive or accurate at the time of reading. The information in this section is provided in good faith on that basis.

Contact the relevant State or Territory Department(s) to check if the licensing/ registration requirements described below still apply, and to check if there are any others with which you must comply. Contact details for a number of licensing bodies are listed below.

For further information contact the Community Services and Health Industry Skills Council at www.cshisc.com.au.

Requirements for Assessors

In order to conduct assessment for statutory licensing or other industry registration requirements, RTOs and assessors must meet the requirements outlined in the following chart, in addition to the AQTF requirements.

Qualification	License/Registration	Jurisdiction	Requirements
Certificate IV in Celebrancy	Commonwealth Attorney General's Department requirements for registration of Marriage Celebrants	All states and territories	RTOs must check requirements for candidates seeking registration as marriage celebrants

Requirements for Candidates
Individuals being assessed under statutory licensing and industry registration systems must comply with training and experience requirements additional to the minimum requirements identified in this Training Package. In most cases compliance with these requirements is a pre-requisite to gaining employment. These additional requirements should be checked with the relevant licensing body.

Mutual recognition of licensing/registration arrangements between states and territories
In most cases a candidate will undertake assessment for a qualification, obtain registration and then employment in a particular jurisdiction. If a candidate wishes to seek employment in another jurisdiction they must check that their license to practice/authority for employment applies to the new jurisdiction. In some cases there may be additional requirements. Similarly RTOs offering assessment to candidates from more than one state or territory may be required to meet different requirements in order to ensure employability of candidates.

Australian governments and industry are seeking to improve mutual recognition arrangements for licenses and regulations. For further information contact the Community Services and Health Industry Skills Council at www.cshisc.com.au.

Licensing/registration bodies contact details

Jurisdiction	Licensing/registering body	Website
Commonwealth	Australian Government Attorney General's Department	http://www.ag.gov.au/

Pathways

The competencies in this Training Package may be attained in a number of ways including through:

- formal or informal education and training
- experiences in the workplace
- general life experience, and/or
- any combination of the above.

Assessment under the CHC08 Community Services Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram.

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Each assessment pathway leads to full recognition of competencies held — the critical issue is that the candidate is competent, not how the competency was acquired. Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training Package and the AQTF 2007.

Learning and assessment pathways

Best practice learning and assessment should be integrated (holistic), with assessment evidence being collected and feedback provided to the candidate at any time throughout the learning and assessment process.

Structured learning and assessment programs may be:

- group-based
- work-based
- project-based
- self-paced
- action learning-based
- conducted by distance or e-learning and/or
- involving practice and experience in the workplace.

Learning and assessment pathways to suit Australian Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

Assessment-only or RPL pathway
Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were achieved.

In an assessment-only or recognition of prior learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF 2007 must be met.

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, and work samples. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies.

In judging evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate's own work)
- valid (directly related to the current version of the relevant endorsed unit of competency)

- reliable (shows that the candidate consistently meets the endorsed unit of competency)
- current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency), and
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

The assessment only or recognition of prior learning pathway is likely to be most appropriate in the following scenarios:

- candidates enrolling in qualifications who want recognition for prior learning or current competencies
- existing workers
- individuals with overseas qualifications
- recent migrants with established work histories
- people returning to the workplace and
- people with disabilities or injuries requiring a change in career.

Combination of pathways
Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

Assessor requirements

This section identifies the mandatory competencies for assessors, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor competencies

The AQTF 2007 specifies mandatory competency requirements for assessors. For information, Element 1.4 from the AQTF 2007 *Essential Standards for Registration* follows:

1.4 Training and assessment are conducted by trainers and assessors who:
  a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors
  b) have the relevant vocational competencies at least to the level being delivered or assessed
  c) continue developing their vocational and training and assessment competencies to support continuous improvements in delivery of the RTO's services.

Designing assessment tools

This section provides an overview of the use and development of assessment tools.

Use of assessment tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency.

There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

Using prepared assessment tools

If using prepared assessment tools, assessors should ensure these are benchmarked, or mapped, against the current version of the relevant unit of competency. This can be done by checking that the materials are listed on the National Training Information Service <*www.ntis.gov.au*>. Materials on the list have been noted by the National Quality Council as meeting their quality criteria for Training Package support materials.

Developing assessment tools

When developing their own assessment tools, assessors must ensure that the tools:

- are benchmarked against the relevant unit or units of competency;
- are reviewed as part of the validation of assessment strategies required under the AQTF 2007; and
- meet the assessment requirements expressed in the AQTF 2007 *Essential Standards for Registration*.

A key reference for assessors developing assessment tools is TAA04 Training and Assessment Training Package and the unit of competency TAAASS403A *Develop assessment tools*.

(For further information, please refer to the Community Services and Health Industry Skills Council Professional Development Resources: Designing and Developing assessment Tools via our website www.cshisc.com.au)

Additional information may also be sourced at www.training.com.au.

Conducting assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

Assessment requirements

Assessments must meet the criteria set out in the AQTF 2007 *Essential Standards for Registration*.

For information, the mandatory assessment requirements from Standard 1 from the AQTF 2007 *Essential Standards for Registration* are as follows:

1.5 Assessment, including Recognition of Prior Learning (RPL):

    a) meets the requirements of the relevant Training Package or accredited course

    b) is conducted in accordance with the principles of assessment and the rules of evidence

    c) meets workplace and, where relevant, regulatory requirements.

Assessment of Employability Skills

Employability Skills are integral to workplace competency. As such, they must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.

Employability Skills are embedded and explicit within each unit of competency. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

- reviewing units of competency to locate relevant Employability Skills and determine how they are applied within the unit
- analysing the Employability Skills Summary for the qualification in which the unit or units are packaged to help clarify relevant industry and workplace contexts and the application of Employability Skills at that qualification outcome
- designing training and assessment to address Employability Skills requirements.

For more information on Employability Skills in the Community Services Training Package go to the Community Services and Health Industry Skills Council website at www.cshisc.com.au.

Employability Skills Qualification Summaries for all community services industry qualifications will be found in **Volume 3** of the CHC08 Community Services Training Package.

Access and equity

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package: training and assessment must be bias-free.

Under the rules for their development, Training Packages must reflect and cater for the increasing diversity of Australia's VET clients and Australia's current and future workforce. The flexibilities offered by Training Packages should enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia's economic development and social and cultural life.

Reasonable adjustments

It is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability.

Under the *Disability Standards for Education 2005*, education providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While 'reasonable adjustment' and 'unjustifiable hardship' are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.

An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student's disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship.

See Part 4, Chapter 2 of the *Training Package Development Handbook* (DEST, September 2007) for more information on reasonable adjustment, including examples of adjustments.

Assessment in the Community Services industry

Assessment of competency will be in accordance with the relevant legislation applying in each state and territory. This will include:

- consumer protection
- anti-discrimination acts and regulations.

In certain circumstances other legislation will also be relevant including:

- poisons
- health
- privacy
- therapeutic goods acts and regulations.

Wherever possible integrated (holistic) assessment is the preferred means of assessment. Holistic assessment should reflect the grouping of competencies as they would be demonstrated in an actual work role. The context of the assessment is defined in each unit of competency.

Where units of competency have been imported from another Training Package (i.e. the unit code does NOT have the 'CHC' prefix), the Registered Training Organisation responsible for the assessment should check the Assessment Guidelines covering those units of competency in their source Training Package.

The community services workforce contains significant numbers of workers from disadvantaged groups. These include:

- people from culturally and linguistically diverse backgrounds
- those using alternative, non-verbal communication (e.g. users of Auslan or Braille)
- Aboriginal and Torres Strait Islander Australians
- people with various disabilities.

Assessors need to consider the needs of these groups, including the language used and any cultural issues that may affect the response of the person being assessed.

Evidence gathering methods must be equitable to all groups of participants.   Assessment procedures should also be culturally appropriate for the individual and the situation.

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Reasonable adjustments are made to assessment procedures for people with special needs such as people with disabilities or with language or literacy difficulties. The language and literacy requirements of the assessment process should not exceed the language and literacy requirements of the particular level of work in the industry.

RTOs working with Aboriginal and/or Torres Strait Islander communities are expected to identify the content and the type of training and assessment that is appropriate to the community. It is essential that all components of planning, delivery and evaluation of training and assessment be carried out in consultation with the particular community.

Implementing and supporting the recognition assessment process

The conduct of quality recognition processes is a vital factor to the Community Services industry in being able to meet the challenges of the future.

Through quality recognition assessment processes, our industry has the ability to recognise existing skills and competencies, award qualifications and Statements of Attainment to the many thousands of workers in our sector who are highly skilled, but at present have had no avenue to gain a qualification, other than attending courses.

Effective use of the recognition assessment process also:

- allows our industry to identify relevant skills gaps and up-skill our workers in an approach that does not make 'learning' a burdensome and repetitive experience
- enables the skills and knowledge they possess to be validated and 'gap learning needs' can be identified and provided for either by ongoing 'on the job learning and assessment' or by other approaches.

Organised learning can occur:

- in the workplace
- in an educational institution.

Both provide important and valued opportunities for people to learn skills, knowledge and attitudes for work. However, these are not the only ways in which people learn. Individuals gain skills and knowledge through a range of work, study, life and other experiences.

Previous learning however achieved, can contribute greatly to a person's current competence. This has led educators to establish ways in which evidence of such learning may be examined and judged to confirm competence.

The process
Alternative terminology to describe this process is Recognition of Prior Learning (RPL). This term focused on previous learning and how this contributed to the person's current competence. Later processes tended to use the term Recognition of Current Competence or RCC. In this guide, the term Skills Recognition is used as the preferred alternative to RPL and RCC, to describe this important process.

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What is skills recognition?

Skills recognition is a process where evidence is collected and a judgment made by an assessor against the requirements of one or more units of competency from a relevant industry Training Package.

The judgment is made on evidence provided by learners of the skills and knowledge that they previously learnt through:

- paid work
- unpaid work
- study
- life and other experiences.

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were achieved.

In an assessment-only or skills recognition\assessment pathway:

- the candidate is supported to provide current, quality evidence of their competency against the relevant unit of competency
- this process may be directed by the candidate and verified by the assessor, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment
- where the outcomes of this process indicate that the candidate is competent, structured training is not required.

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency.

This evidence may take a variety of forms and might include:

- records of workplace training and previous qualifications
- current performance reviews
- workplace documentation (products produced processes followed and implemented)
- assessment of current skills and knowledge
- third party reports and testimonials from current and previous employers, supervisors, trainers, managers and customers or clients
- confirmation of relevant unpaid or volunteer experience.

Best practice skills recognition is a process based on a collaborative partnership to assist learners to recognise valuable skills and knowledge that they may have gained in current and previous life experiences that may include:

- life skills
- volunteer activities
- previous work experience.

In broad terms the skills recognition assessment process involves matching the learner's job role or previous job roles to what the learner already knows and can do and aligning that to the outcomes of a stated qualification.

*   recognition assessment enables learners to focus on developing their skills and knowledge in new areas, rather than relearning what they already know.
*   candidates should not be required to repeat learning and/or assessment programs if they can provide evidence that they already have the competency outcomes targeted by these programs.

Benefits of the recognition pathway

Benefits include:

*   enabling employees to have their workplace skills and knowledge validated and be acknowledged by gaining a qualification or Statement of Attainment
*   identifying skills gaps in individuals or workforce
*   assessing the current skills and knowledge of new and existing employees
*   assisting with assessing competency requirements of licensing and regulatory bodies
*   developing real career pathways for employees.
*

Information for trainers and assessors in the community sector

The following information is relevant for trainers and assessors in working with particular groups in the community services industry.

Access and equity issues in the community sector

Access and equity is an important principle for trainers and assessors in the community sector using the Community Services Training Package. The community sector attracts to its workforce many groups in the general services and support areas that are traditionally disadvantaged in terms of access to employment or to training.

The industry is characterised by significant representation by women, casual or part time employees, people with disabilities, people from non-English speaking backgrounds and Aboriginal and Torres Strait Islander peoples.

Additionally, services provided in the industry are highly utilised by these groups and organisations generally have defined policies and practices relating to access and equity.

The following access and equity statement is contained in units of competency specific to the community sector (i.e. with the code prefix CHC):

*   *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.*

The following advice is provided to guide trainers and assessors in interpreting and implementing this statement:

- Awareness of access, equity and cultural diversity issues related to areas of work addressed by each qualification is an essential component of training. In assessment for award of a qualification or Statement of Attainment candidates should be able to demonstrate:
- understanding of issues specific to their area of work relating to access, equity and cultural diversity
- ability to adapt their approach in an appropriate manner in order to promote access and provide equity in their work with clients
- ability to recognise and respond appropriately where their knowledge and skills are not sufficiently well developed to address needs of a client, due, for example to language or cultural differences.
- Whilst it is recognised that there are significant cross-cultural issues faced by many people in Australia, issues impacting on Aboriginal and Torres Strait Islander people have been highlighted in recognition of their status as First Nation people.
- All candidates should have at least a broad awareness of relevant cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people to inform their interactions and to provide a culturally safe work environment for clients.
- Where candidates need a higher level of knowledge and skill in this area, they should be referred to detailed units of competency specific to working with Aboriginal and Torres Strait Islander people and/or working in a culturally diverse environment.

In addition, all work in the community sector is to be conducted within a human rights framework. This requires that workers are aware of the rights and responsibilities of all members of the community, including their own, in relation to the work they are undertaking. Trainers and assessors should ensure students are aware of these issues and are able to apply them in the area of work being addressed.

Safety issues in the community sector

Workers in the community sector need to be aware of and able to address both Occupational Health and Safety (OHS) issues and issues relating to the safety of clients.

- Community sector workers may be required to visit clients in their homes and/or to work in a range of 'external' venues, such as schools and community halls.
- Common OHS issues for workers in the community sector involve:
- manual handling
- slips and trips
- exposure to mental (and physical) stress factors
- violent incidents
- vehicle accidents
- falls from a height.

Other OHS issues for community sector workers may include:

- use of equipment, including suitability for purpose and fitness for use as well as electrical hazards such as faulty wiring in equipment
- biological hazards including body fluids, contaminated food, soiled clothing and linen, clinical waste, syringes and other 'sharps'
- personal threat by clients and/or visitors
- chemicals, such as toxic or hazardous substances, gases and liquids under pressure, includes cleaning chemicals
- work environment (e.g. underfoot, lighting, space, noise, air quality, furniture/fittings, car parking etc)
- work organisation issues such as shift work or irregular hours/on call.

Broad-based OHS units of competency should be customised in delivery and assessment to reflect issues specific to the sector and to the particular work environment.

- In addition, community sector workers need to be able to provide appropriate services to clients in relation to issues such as:
- fire safety in the home
- safety of children
- safety of vulnerable clients, including clients identified as at risk of abuse (e.g. children, elderly, disabled and mental health clients).

As well as monitoring these safety issues, 'appropriate services' in relation to these aspects of safety may involve providing safety information to clients, carers and staff as well as risk management and reporting or documenting hazards.
These aspects of safety are embedded in individual units of competency and, where appropriate, separate units of competency are provided.

Awareness of key and emerging issues in the community sector

Work in the community sector is impacted by ongoing changes in the political and funding environment, in approaches and interventions and in areas of particular client need.

Trainers and assessors should ensure candidates are aware of these changes, and in particular the following issues have been identified:

- Complexity of client issues – community sector workers need to be:
- aware of and able to recognise the complex nature of client issues
- able to work appropriately with and refer to colleagues to provide good practice services
- aware of limits of own knowledge and skills and service delivery boundaries
- Incidence of depression – community sector workers need to be:
- aware of indicators of depression requiring referral
- Chronic diseases – community sector workers need to be:
- aware of broad impacts of chronic disease on people
- oriented toward enabling clients in self management.

Training, learning and assessment approaches

Delivery and assessment strategies need to be designed and implemented to enhance and encourage participation by all groups. Trainers and assessors need to be able to identify and address particular needs of different groups.

Community Services and Health Industry Skills Council

Some specific issues and/or community groupings which trainers and assessors may need to respond to, include:

Long term unemployed or those returning to study, who may:

- require additional support with learning skills
- lack confidence about working and/or study, specifically related to working in the community sector

Gender stereotyping, which may:

- impact on workforce participation patterns
- result in over representation by women in the industry
- result in casual and part time patterns, especially amongst women
- carry implications for skills development and access to training opportunities

People from culturally and linguistically diverse backgrounds (CALD), who may:

- have language and literacy issues and needs
- require different or extra input and experience of trainers and assessors
- have preferred learning styles and assessment methods
- require sensitivity to cross-cultural issues

People with disabilities, who may:

- require specific training and assessment that is responsive to the particular disability and alternative experiences offered and negotiated
- require trainers and assessors to be sensitive to the impact of the disability on work practices and legislative responsibilities.

Workforce participation patterns

The community sector is often characterised by part time, and casual work patterns. This can impact on access to training and assessment opportunities. Therefore, trainers and assessors need to accommodate individual needs for specific timing and participation.

Aboriginal and Torres Strait Islander needs

The special needs of Aboriginal and Torres Strait Islander people and communities are recognised as a key focus for the Community Services Training Package.
The issues include:

- potential language and literacy needs that impact both clients and workers in the community sector
- impact of rural and isolated communities and experiences on the training, learning and assessment needs
- need for trainers and assessors to be aware of the impact of European colonialism on the experiences of Aboriginal and Torres Strait Islander peoples
- potential for particular consultative requirements by Aboriginal and Torres Strait Islander communities which may impact the training and assessment experience
- the inclusion (by assessors) of methods which refer to community activities and reflect community culture and standards

- need for trainers and assessors to be conscious of community protocols, codes of ethics and guides to consultation with Aboriginal and Torres Strait Islander peoples and communities
- the impact of cultural safety issues on Aboriginal and Torres Strait Islander workers in the community sector, both in their work in Aboriginal and/or Torres Strait Islander communities and in mainstream community sector work.

Evidence gathering methods and assessment procedures

These must:

- be equitable to all groups of participants
- be culturally appropriate for the individual and the situation
- enable reasonable adjustments to be made to assessment procedures for people with special needs such as people with disabilities or with language or literacy difficulties
- ensure the language and literacy requirements of the assessment process do not exceed the language and literacy requirements of the particular level and type of work in the industry
- provide outcomes and utilise processes that ensure safety to practice in each particular area of service delivery.

Special considerations in implementing qualifications

It is essential that a student completing a course of training by a RTO, based on the Community Services Training Package, has a sound understanding of the specific regulatory environment in which he/she will be working.

The Community Services Training Package has been constructed to ensure coverage of this essential component but the primary responsibility for these lies with the RTO and the course assessor.

Trainers and assessors will need to ensure students have a sound understanding of the legal and ethical issues relevant to their work, including:

a) duty of care, consent and the principles of negligence
b) principles of contract
c) duty of confidentiality and privacy legislation
d) acceptance of limits of personal competence and the need for appropriate referral of clients to other practitioners
e) ethical practice issues, particularly inappropriate client relationships
f) limits on practice and boundary/licensing/registration issues with other practitioners
g) regulation of advertising and promotion of services under consumer protection legislation including the Trade Practices Act and State/Territory Fair Trading Acts — particularly the provisions relating to misleading and deceptive conduct
h) regulation of poisons and therapeutic goods
i) regulation of infection control and public health legislation
j) food standards and labelling regulations
k) complaints resolution and applicability of complaints legislation
l) compliance, risk management and insurance
m) general business and corporate governance principles (for managers and those setting up a business and trading as such).

Selection of electives

Electives have been grouped to facilitate selection.   Some qualifications include units that are 'recommended' for selection as electives.

- Where units are 'recommended' for selection as electives, the intention is to highlight the relevance of the units in relation to specific areas of work
- They have not been included as 'compulsory' because, whilst they may be preferred or even mandated in some jurisdictions or workplaces, they are not required for all work roles covered by the qualification
- In some qualifications, where industry has identified numerous electives, with specific units recommended for particular areas of work, electives are presented in tables
- Employers working in partnership with RTOs should review all aspects of the structure and packaging rules of qualifications relevant to their work area and identify and select electives which address their jurisdictional and work requirements.

Specific requirements for assessment of competence

1) Many qualifications and units of competency in the CHC08 Community Services Training Package have specific requirements relating to assessment involving observation in the workplace and acceptable simulation.

   Evidence of workplace application should be provided as detailed in the unit of competency.

   Where observation is undertaken in the workplace for assessment purposes, the assessor must ensure that safety of practice and duty of care requirements are addressed appropriately.

   Assessors should clarify and address specific requirements, some of which are outlined and clarified below.

   Some units of competency specify as a critical aspect for assessment:
      'Observation of workplace performance is essential for assessment of this unit'.
   The intention of this statement is that:

- assessment of the skills and knowledge described in the unit of competency should include observation of workplace performance
- some aspects of 'workplace performance' may need to be demonstrated under simulated conditions, which approximate the workplace, in order to address safety requirements or in order to assess skills and knowledge which it may not be possible to assess in the workplace.

   Most units of competency specify that a simulated work environment may be used for assessment, with statements such as:

- 'This unit can be assessed in the workplace, in the community or in relevant simulation'.
- 'This unit will be most appropriately assessed in the workplace or in a simulated 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'.
- 'This unit may be assessed on the job using appropriate relevant materials and examples or through an appropriately simulated environment'.

- 'In cases where the learner does not have the opportunity to cover all categories of the Range Statement 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 competency may be made through practical demonstration in the work environment or in an industry approved simulated work environment'.
- 'This unit is best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions, for a range of age groups, a range of conditions and over a number of assessment situations'
- 'Assessment should be on the job and/or related to actual workplace evidence. Simulated situations and hypothetical questioning may be used as a supplement to such assessment if this is necessary to enable the trainee/teacher aide to demonstrate all aspects of the competency'.

2. All CHC units of competency include under *'Critical aspects for assessment and evidence required'* the following statement:
'The individual being assessed must provide evidence of specified essential knowledge as well as skills'.

   In order to clarify the requirements in assessing listed items of Essential Knowledge, each CHC unit of competency includes the following (or similar) statement:
   '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:'

   The implications for assessment are as follows:
   - all items of Essential Knowledge should be addressed during the assessment processes
   - some items of Essential Knowledge are quite specific, others are more broadly stated
   - the assessor must refer to the elements and performance criteria to determine the depth and breadth of coverage of assessment of each item of knowledge
   - the assessment should also take into account the particular work application, especially in relation to more generic units of competency and should ensure (for example through questioning) that the candidate has specific knowledge they require in order to:

- perform the task(s) addressed by the elements and performance criteria
- manage the task within the broader context of other tasks that need to be performed within the work role
- manage contingencies that may arise in relation to the task(s), such as unexpected problems, changes in routine, interruptions, faulty equipment or behavioural issues
- perform the task effectively within the specific work context in line with workplace expectations and requirements.

   Similarly, in order to clarify the requirements in assessing listed items of Essential Skills, each CHC unit of competency includes the following (or similar) statements:
   'It is critical that the candidate demonstrate the ability to:

> *In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills. These include the ability to:'*

The implications for assessment are as follows:

- all items of Essential Skills should be addressed during the assessment processes
- abilities identified as 'critical' must be demonstrated comprehensively to ensure the candidate can perform the work as expressed in the elements and performance criteria
- the 'additional' items of Essential Skills tend to be more broadly stated
- the assessment of these items should take into account the particular work application, and should ensure the candidate can demonstrate the ability to:
- perform the task(s) addressed by the elements and performance criteria
- manage the task within the broader context of other tasks that need to be performed within the work role
- manage contingencies that may arise in relation to the task(s), such as unexpected problems, changes in routine, interruptions, faulty equipment or behavioural issues
- perform the task effectively within the specific work context in line with workplace expectations and requirements.

3.   All CHC units of competency have now been coded to include an 'AQF indicator'.

- This is the first of three digits in each unit code (e.g. CHCDIS**3**13A) and it indicates the AQF level of qualification in which the unit is commonly found.
- For example *CHCDIS313A Support people with disabilities who are ageing* has an AQF indicator of 3, indicating that it would be commonly found in Certificate III level qualifications.
- This indicator is in no way prescriptive, however, and if the work role addressed by a qualification at a higher or lower level requires the skills and knowledge described in this unit of competency, it is appropriate for it to be included in that qualification.

        The implications for assessment and delivery are as follows:

- All units of competency should be assessed in accordance with the content of the unit
- The AQF indicator does not indicate that a unit of competency is too high or too low for inclusion in a particular qualification
- The *level* of qualification in which a unit of competency is included should not influence the way in which the unit is assessed. However, holistic assessment of units within a qualification or skill set provides a context for integrating the skills and knowledge described in a unit of competency into the work role context.

For example, the Vocational Graduate Diploma of Community Sector Management includes several compulsory units that are most commonly found in qualifications at lower levels – including *CHCORG605A Manage human resources in a community sector organisation* and *CHCADMIN604B Manage the finances, accounts and resources of an organisation*. These two units require skills and knowledge in practical aspects of managing human resources and finances respectively.

However, the Vocational Graduate qualification and the work role it prepares people for have a strategic focus, which means that in the context of the higher level qualification, the practical management skills and knowledge from *CHCORG605A* and *CHCADMIN604B* must be demonstrated and candidates must also be able to apply those skills and knowledge in a strategic context which is defined in other compulsory units such as *CHCMGT803B Provide strategic leadership*. Holistic assessment of these units provides this contextual integration.

Further sources of information

The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

Contacts

Community Services and Health Industry Skills Council
Level 9
46-56 Kippax Street
Surry Hills NSW 2010
(PO Box 49
Strawberry Hills NSW 2012)

Telephone: (02) 9270 6600
Fax: (02) 9270 6601
Web: www.cshisc.com.au
Email: admin@cshisc.com.au

Innovation and Business Skills Australia
Level 2, Building B, 192 Burwood Road
HAWTHORN VIC 3122
Telephone: (03) 9815 7000
Fax: (03) 9815 7001
Email: virtual@ibsa.org.au

TVET Australia Product Services Ltd
Level 21 & 22, 390 St Kilda Road
Melbourne, Victoria, 3004
PO Box 12211
A'Beckett Street Post Office
MELBOURNE VIC 8006
Telephone: (03) 9832 8100
Fax: (03) 9832 8199
Web: http://www.productservices.tvetaustralia.com.au/
Email: sales@tvetaustralia.com.au

General Resources

- *AQF Implementation Handbook, 4*[th] *Edition.* Australian Qualifications Framework Advisory Board, 2007. www.aqf.edu.au

- Assessment Keys (Updated by Patricia Hyde | July 2005)
  www.icvet.tafensw.edu.au/resources/assessment_keys.htm
- Australian Quality Training Framework (AQTF) — for resources and information go to:
  www.deewr.gov.au
- AQTF 2007 *Essential Standards for Registration*, © Commonwealth of Australia, June
  2007. Available in hard copy from State and Territory Training Authorities or can be
  downloaded from www.deewr.gov.au
- *TAA04 Training and Assessment Training Package*. This is available from the Innovation
  and Business Skills Australia (IBSA) Industry Skills Council and can be viewed, and
  components downloaded, from the Training.gov.au website (www.training.gov.au)
- National Training Information Service, an electronic database providing comprehensive
  information about RTOs, Training Packages and accredited courses www.ntis.gov.au
- *Style Guide for Training Package Support Materials*, Australian National Training
  Authority, Melbourne, 2003. Can be downloaded from:
  http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/anta/profile
  /anta_style_guide_training_package_support_materials.htm
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Qualifications Framework

Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full
explanation of the AQF see the *AQF Implementation Handbook, 3rd Edition 2002*. You can
download it from the Australian Qualifications Framework Advisory Board (AQFAB)
website (www.aqf.edu.au) or obtain a hard copy by contacting AQFAB on phone 03 9639
1606 or by emailing AQFAB on aqfab@curriculum.edu.au.

The AQF provides a comprehensive, nationally consistent framework for all qualifications in
post-compulsory education and training in Australia. In the vocational education and training
(VET) sector it assists national consistency for all trainees, learners, employers and providers
by enabling national recognition of qualifications and Statements of Attainment.

Training Package qualifications in the VET sector must comply with the titles and guidelines
of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification
which must always be reproduced accurately.

Qualifications

Training Packages can incorporate the following AQF qualifications:

- Certificate I in …
- Certificate II in …
- Certificate III in …
- Certificate IV in …
- Diploma of …

- Advanced Diploma of …
- Vocational Graduate Certificate in …
- Vocational Graduate Diploma of …

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the *AQF Implementation Handbook* and the AQTF 2007 *Essential Standards for Registration*.

Statement of Attainment

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). Issuance of Statements of Attainment must comply with the advice provided in the current *AQF Implementation Handbook* and the AQTF 2007 *Essential Standards for Registration*.

Under the AQTF 2007, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

The *AQF Implementation Handbook* provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.

Certificate I

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.

Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction; and
- receive and pass on messages/information.

Certificate II

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate basic operational knowledge in a moderate range of areas;
- apply a defined range of skills;
- apply known solutions to a limited range of predictable problems;
- perform a range of tasks where choice between a limited range of options is required;
- assess and record information from varied sources; and
- take limited responsibility for own outputs in work and learning.

Certificate III

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the section of equipment, services or contingency measures and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including group or team coordination may be involved.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate some relevant theoretical knowledge;
- apply a range of well-developed skills;
- apply known solutions to a variety of predictable problems;
- perform processes that require a range of well-developed skills where some discretion and judgement is required;
- interpret available information, using discretion and judgement;
- take responsibility for own outputs in work and learning; and
- take limited responsibility for the output of others.

Certificate IV

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills.

Applications involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts;
- apply solutions to a defined range of unpredictable problems;
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas;
- identify, analyse and evaluate information from a variety of sources;
- take responsibility for own outputs in relation to specified quality standards; and
- take limited responsibility for the quantity and quality of the output of others.

Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and coordination.

The self directed application of knowledge and skills, with substantial depth in some areas where judgement is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team coordination may be involved.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas;
- analyse and plan approaches to technical problems or management requirements;
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations;
- evaluate information, using it to forecast for planning or research purposes;
- take responsibility for own outputs in relation to broad quantity and quality parameters; and
- take some responsibility for the achievement of group outcomes.

Advanced Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.

The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is

involved and accountability and responsibility for self and others in achieving the outcomes is involved.

Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of specialised knowledge with depth in some areas;
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions;
- generate ideas through the analysis of information and concepts at an abstract level;
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills;
- demonstrate accountability for personal outputs within broad parameters; and
- demonstrate accountability for personal and group outcomes within broad parameters.

Vocational Graduate Certificate

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and highly specialised contexts.
- Applications involve making significant, high-level, independent judgements in major broad or planning, design, operational, technical and management functions in highly varied and specialised contexts. They may include responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major broad or technical and management functions in highly varied and highly specialised contexts.

- Generate and evaluate ideas through the analysis of information and concepts at an abstract level.
- Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts.
- Demonstrate responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

Vocational Graduate Diploma

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.
- Further specialisation within a systematic and coherent body of knowledge.
- Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major functions, both broad and within highly varied and highly specialised contexts.
- Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level.
- Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts.
- Demonstrate full responsibility and accountability for personal outputs.
- Demonstrate full responsibility and accountability for all aspects of the work or functions of others, including planning, budgeting and strategy.

Competency Standards

Competency Standards

What is competency?

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

Competency covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focusing on the learning process itself.

Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Qualifications are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications.

Contextualisation of units of competency by RTOs

Registered Training Organisation (RTOs) may contextualise units of competency to reflect local outcomes required. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

Any contextualisation of units of competency in this endorsed Training Package must be within the bounds of the following advice. In contextualising units of competency, RTOs:

- must not remove or add to the number and content of elements and performance criteria
- may add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes
- may make amendments and additions to the range statement as long as such changes do not diminish the breadth of application of the competency and reduce its portability, and/or
- may add detail to the evidence guide in areas such as the critical aspects of evidence or resources and infrastructure required where these expand the breadth of the competency but do not limit its use.

Community Services and Health Industry Skills Council

Components of units of competency

The components of units of competency are summarised below, in the order in which they appear in each unit of competency.

Unit title

The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.

Unit descriptor

The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of competency from other endorsed Training Packages, summary information is provided. There may also be a brief second paragraph that describes its relationship with other units of competency, and any licensing requirements.

Employability Skills

This sub-section contains a statement that the unit contains Employability skills.

Pre-requisite units (optional)

If there are any units of competency that must be completed before the unit, these will be listed.

Application of the unit

This sub-section fleshes out the unit of competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.

Competency field (optional)

The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency.

Sector (optional)

The industry sector is a further categorisation of the competency field and identifies the next classification, for example an elective or supervision field.

Elements of competency

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

Performance criteria

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in range statement, in the order of their appearance in the performance criteria.

Required skills and knowledge

The essential skills and knowledge are either identified separately or combined.   *Knowledge* identifies what a person needs to know to perform the work in an informed and effective manner.   *Skills* describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Range statement

The range statement provides a context for the unit of competency, describing 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.   As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

Evidence guide

The evidence guide is critical in assessment as it provides information to the Registered Training Organisation (RTO) and assessor about how the described competency may be demonstrated.

The evidence guide does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context.

The evidence guide describes:

- conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment;
- relationships with the assessment of any other units of competency;
- suitable methodologies for conducting assessment including the potential for workplace simulation;
- resource implications, for example access to particular equipment, infrastructure or situations;
- how consistency in performance can be assessed over time, various contexts and with a range of evidence; and
- the required underpinning knowledge and skills.
-

Employability Skills in units of competency

The detail and application of Employability Skills facets will vary according to the job-role requirements of each industry. In developing Training Packages, industry stakeholders are consulted to identify appropriate facets of Employability Skills which are incorporated into the relevant units of competency and qualifications.

Employability Skills are not a discrete requirement contained in units of competency (as was the case with Key Competencies). Employability Skills are specifically expressed in the context of the work outcomes described in units of competency and will appear in elements, performance criteria, range statements and evidence guides. As a result, users of Training Packages are required to review the entire unit of competency in order to accurately determine Employability Skills requirements.

How Employability Skills relate to the Key Competencies

The eight nationally agreed Employability Skills now replace the seven Key Competencies in Training Packages. Trainers and assessors who have used Training Packages prior to the introduction of Employability Skills may find the following comparison useful.

Employability Skills	Mayer Key Competencies
Communication	Communicating ideas and information
Teamwork	Working with others and in teams
Problem solving	Solving problems Using mathematical ideas and techniques
Initiative and enterprise	
Planning and organising	Collecting, analysing and organising information Planning and organising activities
Self management	
Learning	
Technology	Using technology

When analysing the above table it is important to consider the relationship and natural overlap of Employability Skills. For example, using technology may involve communication skills and combine the understanding of mathematical concepts.

Explicitly embedding Employability Skills in units of competency

This Training Package seeks to ensure that industry-endorsed Employability Skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.

Employability Skills must be both explicit and embedded within units of competency. This means that Employability Skills will be:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole
- explicitly described within units of competency to enable Training Packages users to identify accurately the performance requirements of each unit with regards to Employability Skills.

This Training Package also seeks to ensure that Employability Skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

Sample unit of competency components showing Employability Skills

Community Services and Health Industry Skills Council

The following table shows the sequence of a unit of competency, and each cell contains text taken from a range of units. It provides examples of where and how various Employability Skills could be embedded in each component.

Please note that in the example, the bracketed Employability Skills are provided for clarification only and would not be present in units of competency within this Training Package.

Unit component	Example of embedded employability skill
Unit Title	Use targeted communication skills to build relationships (Communication)
Unit Descriptor	This unit describes the knowledge and skills required to facilitate change and innovation as a basis for achievement of organisation and strategic objectives (Initiative and enterprise)
Element	Develop relapse management plan (Planning and organising)
Performance Criteria	Work with client to identify contingency plans if difficulties are encountered (Planning and organising / Problem solving)
Range Statement	*Required roles may include:* • Maintaining journals, ledgers and other record keeping systems using technology where necessary (Technology)
Required Skills and Knowledge	• Support client to develop skills in problem solving (Problem solving) • Personal goal setting (Self management) • Communicate effectively with work colleagues, associates and clients from a range of backgrounds (Communication, teamwork) • Types of learning style(s) and how they relate to the individual (Learning) • Provide support to team members to ensure performance of required roles associated with management of budgets and finances (Teamwork)
Evidence Guide	This may include the use of languages other than English and alternative communication systems (Communication) All workers should develop their ability to work in a culturally diverse environment (Self management)

Employability Skills Summaries and units of competency

An Employability Skills Summary exists for each qualification. Summaries include broad advice on industry expectations with regard to Employability Skills at the qualification level. Summaries should be used by trainers and assessors to assist in identifying the Employability Skills requirements contained within units of competency.

Common units of competency

The CHC08 Community Services Training Package includes a number of units of competency that are 'common' to a range of qualifications. Most of these units are from the Community Services Training Package, with some units imported from the Health Training Package.

In this way, there is increased portability between qualifications, greater consistency in levels of knowledge and skill achieved and a focus on the application of common principles to different areas of work within the community sector.

The following lists of common units apply across the community sectors.

Working in the community sector

CHCCS211A Prepare for work in the community services industry
CHCCS400B Work within a legal and ethical framework
CHCCS411B Work effectively in the community sector
CHCCS502B Maintain legal and ethical work practices
CHCCS513B Maintain an effective community sector work environment
CHCCS522A Address complex legal and ethical issues in professional practice
CHCCS805B Undertake professional reflection

Communication

CHCCOM201C Communicate with people accessing the services of the organisation
CHCCOM302C Communicate appropriately with clients and colleagues
CHCCOM403A Use targeted communication skills to build relationships
CHCCOM504A Develop, implement and promote effective communication techniques

Workplace diversity

CHCCS506A Promote and respond to workplace diversity
HLTHIR403C Work effectively with culturally diverse clients and co-workers
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Service delivery

CHCCS200D Deliver service to clients
CHCCS311C Deliver and monitor services to clients
CHCCS314B Deliver services to meet personal needs of clients
CHCCS401B Facilitate responsible behaviour
CHCCS403B Provide brief intervention
CHCCS405C Identify and address specific client needs
CHCCS407B Operate referral procedures
CHCCS412D Deliver and develop client services
CHCCS416A Assess and deliver services to clients with complex needs
CHCCS419B Provide support services to clients

CHCCS422A Respond holistically to client issues
CHCCS503A Develop, implement and review services and programs to meet client needs
CHCCS504A Provide services to clients with complex needs
CHCCS512B Develop a service delivery strategy

Addressing specific client issues

CHCCS417A Provide support and care relating to suicide bereavement
CHCCS426A Provide support and care relating to loss and grief
CHCCS514A Recognise and respond to individuals at risk
CHCCS521A Assess and respond to individuals at risk of suicide

Addressing specific worker issues

CHCCS421A Undertake community sector work within own community
CHCCS505A Provide supervision support to community sector workers

Occupational health and safety

CHCOHS312B Participate in safety procedures for direct care work
HLTOHS200B Participate in OHS processes
HLTOHS300B Contribute to OHS processes
HLTOHS401A Maintain workplace OHS processes
HLTOHS501A Manage workplace OHS processes
HLTOHS601A Improve workplace OHS processes

Application of lifespan development knowledge

CHCLD315A Recognise stages of lifespan development
CHCLD415A Confirm client developmental status
CHCLD514A Analyse impacts of sociological factors on clients in community work and services
CHCLD515A Analyse client information for service planning and delivery

First aid

HLTFA201B Provide basic emergency life support
HLTFA301C Apply first aid
HLTFA302B Provide first aid in remote situation
HLTFA402C Apply advanced first aid
HLTFA403B Manage first aid in the workplace

Training Package pathways

Training Package pathways

Pathways in the Community Services Training Package are articulated in terms of:

- qualification entry requirements
- pre-requisite requirements of individual units of competency
- training and assessment pathways
- after training.

Qualification entry requirements

There are no entry requirements for qualifications at Certificate I, II and III levels. Whilst vocational opportunities are available for 'Pathway qualifications' identified at these levels, entry to the workforce is in general available through qualifications targeted to specific work areas at Certificate III level and above.

Where entry requirements are articulated for qualifications, these requirements have been structured to provide a flexible pathway that meets industry requirements.

For example, candidates may enter work roles in aged care and in home and community care with a Certificate III qualification and at some stage build on that qualification to move into service coordination or more advanced care roles. Alternatively, they are able to enter at Certificate IV level by meeting the articulated entry requirements, which build on relevant competencies from Certificate III level or equivalent.

In some areas, such as community development, advocacy and youth work, entry level to specific work roles is at Certificate IV level and, whilst no specific entry requirements are articulated for qualifications in these areas, candidates are expected to have sufficient life and/or work experience to indicate likely success in a qualification at this level.

In other areas of the community sector, such as counselling, entry level to the workforce is a qualification at diploma level and stated entry requirements for such qualifications are stated broadly to provide guidance to candidates, employers and Registered Training Organisations (RTOs).

Cross sector pathways

There is considerable skill and knowledge overlap between sectors of the community services industry. For example, many workers from a range of sectors (such as social housing, disability and employment services) may require some competencies in working with people who have mental health and/or alcohol and other drugs issues.

The identification of skill sets in this qualifications framework supports the acquisition of industry recommended skills and knowledge, which allow workers to expand laterally into other areas of work and which may be also provide lateral pathways between qualifications.

Unit of competency pre-requisite requirements

Some individual units of competency have specified pre-requisite units, which also impacts qualification pathways.   These requirements are included in the individual units of competency and, in specific cases, are stated as part of the qualification structure as a reminder where pre-requisites are attached to units of competency considered likely to be selected as electives.

Pre-requisites have been minimised to avoid unnecessary complication in selecting electives, whilst ensuring the requisite skills and knowledge are acquired.

Whilst holistic assessment of units is highly recommended at the qualification level, it is notable that several units of competency also include specific identification of 'Related units' which are recommended to be assessed in conjunction with each other.

Training and assessment pathways

Qualifications in this Training Package may be achieved through a range of pathways, including the following components individually or in combination:

- work-based training and assessment
- institution-based training and assessment
- recognition assessment, including Recognition of Prior Learning (RPL) and Recognition of Current Competence (RCC).

Work application requirements

Whilst all units of competency require assessment of the application of skills and knowledge in either actual or simulated work contexts, some qualifications, such as the Diploma of Community Services Work and Vocational Graduate level qualifications include specific 'Work application requirements' to ensure candidates are 'work ready'.

Post-training pathways

Some areas addressed by qualifications in the Community Services Training Package provide specific pathways to higher AQF level qualifications. For example, in education support, youth work and youth justice.

Pathways are also available into qualifications in the Health Training Package in areas such as allied health assistance and enrolled nursing.

Further study may also be undertaken in the higher education sector, for example, in areas such as social work and education.

Eligibility for membership of professional associations

Successful completion of some qualifications in the Community Services Training Package may provide a pathway into relevant professional associations.   For example:

- workers who have completed the Diploma of Community Services Work may be eligible for membership of the Australian Institute of Welfare and Community Workers (AIWCW) after completing the AIWCW work placement requirements

- workers holding a qualification in Employment Services at Certificate III, IV or Diploma level may be eligible for membership in the National Employment Services Association (NESA), the peak body for providers of employment services
- workers holding the Certificate IV in Career Development may be eligible for associate membership of professional associations that are member organisations of the Career Industry Council of Australia (CICA)
- workers holding the Vocational Graduate Certificate in Career Development Practice may be eligible for professional membership of professional associations that are member organisations of the Career Industry Council of Australia (CICA).

Australian Apprenticeships

Qualifications in the Community Services Training Package may be achieved by a variety of pathways and delivery methods, either on-the-job or through a combination of on- and off-the-job training and recognition processes

With the exception of Certificate I in Work Preparation (Community services) (the main objective of which is to facilitate VET in Schools and initial entry to the industry) all other qualifications may be achieved through contracted training, including Australian Apprenticeships.

Certificates I, II and III in Active Volunteering provide foundation skills and knowledge for volunteer work in a range of industries and, whilst they may also provide pathways into a range of work areas, they may not be appropriate Australian Apprenticeship pathways.

The Certificate IV in Celebrancy may not be appropriate for an Australian Apprenticeship pathway because it largely provides entry to work as a sole trader in an area of work where there is limited demand.

Qualifications at AQF levels II, III and IV in particular facilitate Australian Apprenticeship pathways. They provide a range of entry points to work in the community sector and promote efficient use of learning strategies and articulating arrangements.
Qualifications at Diploma level also provide entry points to some areas of work in the community sector and therefore facilitate Australian Apprenticeship pathways.

Some higher level qualifications also provide entry to work for graduates with higher education qualifications and therefore facilitate Australian Apprenticeship pathways.   These qualifications include Vocational Graduate Certificate in Community Services Practice (Statutory child protection) and Vocational Graduate Certificate in Community Services Practice (Client assessment and case management).

Registered Training Organisations should contact relevant jurisdictional agencies to clarify available support for implementation of these qualifications.

For further information relating to the Community Services Training Package and available qualification pathways please contact:
Community Services and Health Industry Skills Council

PO Box 49, Strawberry Hills, NSW 2012
Phone: 02 9270 6600
Fax: 02 9270 6610
Email: admin@cshisc.com.au
Or visit the Skills Council website at: http://www.cshisc.com.au

NOTE:

In the diagrams below, solid arrows (   ) show
direct relationships between qualifications and broken arrows (

) indicate less direct pathways. The arrows
simply indicate that learners may progress from one qualification to another, by building on
acquired skills and knowledge and do not infer that one qualification is required for entry to
another.

Pathway qualifications

Individual client support qualifications

Community services and development qualifications

Children's and youth services qualifications

Client services qualifications

Community sector coordination / management qualifications

Community sector advanced practice qualifications

Skill sets

Skill sets

Definition
Skill sets are defined as single units of competency, or combinations of units of competency from an endorsed Training Package, which link to a licence or regulatory requirement, or defined industry need.

It is important to note that most skill sets included in the CHC08 Community Services Training Package are designed to build on a relevant qualification to enable the candidate to undertake work in the area addressed by the skill set.

Skill sets do not replace qualifications as the foundation for undertaking work in the community sector. They enable a qualified worker to move laterally into work areas addressed by the skill set or to broaden their skill base in relation to the services they provide.

Wording on Statements of Attainment
Skill sets are a way of publicly identifying logical groupings of units of competency which meet an identified need or industry outcome. Skill sets are not qualifications.

Where skill sets are identified in a Training Package, the Statement of Attainment can set out the competencies a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording on the Statement of Attainment that reflects that 'these competencies meet an identified industry need' and 'are recommended for work' in a particular area. This wording applies only to skill sets that are formally identified as such in the endorsed Training Package.

See the 2007 edition of the *AQF Implementation Handbook* for advice on wording on Statements of Attainment – the updated version is available on the AQFAB website www.aqf.edu.au and in print.

Skill sets in this Training Package
This section provides information on skill sets within this Training Package, with the following important disclaimer: Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

Two types of skill set have been identified for the community sector:

a) Skill sets that meet identified industry requirements for work in key areas of the community sector. Each of these skill sets has been endorsed by industry as appropriate for people who hold a relevant qualification or commensurate industry skills as evaluated through appropriate recognition of prior learning processes.
b) Skill sets primarily for voluntary work where candidates may not hold an existing qualification.

Units of competency from each skill set are also available individually in qualifications in this Training Package in line with stated Packaging Rules for each qualification.

Please note that all requirements included in units of competency making up a skill set must be addressed, including those for pre-requisite and related units.

(a) Skill sets to meet identified industry requirements for specific work

It is important to note that these skill sets have been endorsed by industry as appropriate for people who hold a relevant qualification to enable the candidate to undertake work in the area addressed by the skill set.

Skill sets do not replace qualifications as the foundation for undertaking work in the community sector. They enable a qualified worker to move laterally into work areas addressed by the skill set or to broaden their skill base in relation to the services they provide.

Individual client support skill sets

- Alcohol and other drugs skill set
- Basic foot care skill set – health focus
- Basic foot care skill set – community services focus
- Case management skill set
- Chronic disease self management skill set
- Dementia support skill set – service delivery
- Dementia support skill set – planning and coordination
- Disability work skill set – active support of clients with a disability
- Disability work skill set – behaviour support
- Disability work skill set – disability advocacy
- Disability work skill set – disability support in employment
- Disability work skill set – people with a disability who are older
- High support and complex care skill set – aged care
- High support and complex care skill set – disability work
- Leisure and recreation skill set – program support
- Leisure and recreation skill set – planning and delivery
- Medication assistance skill set
- Mental health skill set – including respond to risk of suicide
- Mental health skill set – including recognise individuals at risk
- Oral health care skill set – personal client support (community services)
- Oral health care skill set – to work with Aboriginal and/or Torres Strait Islander people
- Oral health care skill set – to work with aged care clients
- Oral health care skill set – to work with children's services
- Oral health care skill set – to work with people with disability
- Oral health information skill set
- Palliative approach skill set – provide support
- Palliative approach skill set – plan and provide care
- Quality systems skill set for aged and community care sector

Community services and development skill sets

- Development and Humanitarian Assistance – development assistance
- Development and Humanitarian Assistance – humanitarian assistance
- Homelessness support work skill set

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- Pastoral care skill set
- Problem gambling skill set
- Social housing work skill set

Children's and youth services skill sets

- Education support work skill set
- Family support services work (QLD) skill set – provide support
- Family support services work (QLD) skill set – coordination
- Middle childhood development skill set
- Working with families skill set

Client services skill sets

- Career development practice skill set
- Employment services skill set – service delivery
- Employment services skill set – service coordination
- Financial literacy education skill set

Management and leadership skill sets

- Community sector team leadership skill set
- Orientation skill set for managers new to the community sector
- Workforce planning skill set

Accessing qualifications by occupational titles

Occupational title	Qualification
Aboriginal and/or Torres Strait Islander community development worker	Certificate IV in Social Housing
Aboriginal and/or Torres Strait Islander education officer	Certificate IV in Education Support
Aboriginal and/or Torres Strait Islander education officer/worker	Diploma of Education Support
Aboriginal and/or Torres Strait Islander education worker	Certificate III in Education Support
Aboriginal and/or Torres Strait Islander housing manager	Diploma of Social Housing
Aboriginal and/or Torres Strait Islander housing worker	Certificate III in Social Housing
Aboriginal and/or Torres Strait Islander housing worker	Certificate IV in Social Housing
Aboriginal and/or Torres Strait Islander language and culture teaching assistant	Diploma of Education Support
Aboriginal and/or Torres Strait Islander manager (small-medium size organisation)	Certificate IV in Social Housing
Aboriginal and/or Torres Strait Islander tenancy worker	Certificate IV in Social Housing
Aboriginal family consultant	Diploma of Family Intake and Support Work
Aboriginal family consultant	Vocational Graduate Diploma of Family Dispute Resolution
Aboriginal family consultant	Vocational Graduate Diploma of Family Dispute Resolution
Aboriginal peer worker	Certificate IV in Mental Health Peer Work
Aboriginal or Torres Strait Islander community development	Certificate III in Community Services Work

Occupational title	Qualification
worker	
Accommodation support worker	Certificate III in Aged Care
Accommodation support worker	Certificate III in Disability
Accommodation support worker	Certificate IV in Aged Care
Activities coordinator	Diploma of Leisure and Health
Activities officer	Certificate IV in Leisure and Health
Administration officer	Certificate III in Social Housing
Administrative assistant	Certificate III in Social Housing
Administrative officer	Certificate III in Employment Services
Administrative support worker	Certificate III in Social Housing
ADR practitioner	Vocational Graduate Diploma of Family Dispute Resolution
ADR practitioner	Vocational Graduate Diploma of Family Dispute Resolution
Advanced practitioner in social housing	Diploma of Social Housing
Advocacy worker	Diploma of Family Intake and Support Work
Alcohol and drugs worker	Diploma of Community Services (Alcohol and other drugs)
Alcohol and drugs worker	Diploma of Community Services (Alcohol, other drugs and mental health)
Alcohol and other drugs telephone counsellor	Certificate III in Telephone Counselling Skills
Alcohol and other drugs telephone counsellor	Certificate IV in Telephone Counselling Skills
Alternative care workers	Certificate IV in Child, Youth and Family Intervention (Residential and out of home care)
	Certificate IV in Child, Youth and Family Intervention (Child protection)
	Certificate IV in Child, Youth and Family

Occupational title	Qualification
	Intervention (Family support)
Assessment officer	Vocational Graduate Certificate in Community Services Practice (Client assessment and case management)
Assessment officer	CHC42508 Certificate IV in Community Services (Information, advice and referral)
Assessor	Diploma of Community Services Work
Assessor	Diploma of Disability
Assessor	Vocational Graduate Certificate in Community Services Practice (Client assessment and case management)
Assistant community services workers	Certificate II in Community Services
Assistant community workers	Certificate III in Community Services Work
Assistant coordinator	Certificate IV in Home and Community Care
Assistant coordinator	Diploma of Children's Contact Services Work
Assistant hostel supervisor	Certificate IV in Aged Care
Assistant in nursing	Certificate III in Aged Care
Assistant in nursing	Certificate III in Disability
Assistant OSHC coordinator	Certificate IV in Children's Services (Outside school hours care)
Assistant team leader	Certificate IV in Home and Community Care
Associate employment consultant	Certificate III in Employment Services
Authorised supervisor (children's services)	Diploma of Children's Services (Early childhood education and care)
Barrister mediator	Vocational Graduate Diploma of Family Dispute Resolution
Barrister mediator	Vocational Graduate Diploma of Family Dispute Resolution

Occupational title	Qualification
Behavioural support officer	Certificate IV in Disability
Care assistant	Certificate III in Aged Care
Care assistant	Certificate III in Disability
Care assistant / worker	Certificate III in Home and Community Care
Care coordinator	Diploma of Community Services (Case management)
Care manager	Diploma of Community Services (Case management)
Care manager	Vocational Graduate Certificate in Community Services Practice (Client assessment and case management)
Care service employee	Certificate II in Community Services
Care service employees	Certificate III in Aged Care
Care service employees	Certificate III in Home and Community Care
Care supervisor	Certificate IV in Aged Care
Care team leader	Certificate IV in Aged Care
Care team leader	Certificate IV in Home and Community Care
Care worker	Certificate III in Aged Care
Care worker	Certificate IV in Child, Youth and Family Intervention (Residential and out of home care)
	Certificate IV in Child, Youth and Family Intervention (Child protection)
	Certificate IV in Child, Youth and Family Intervention (Family support)
Career and transition services coordinator	Certificate IV in Career Development
Career development practitioner	Vocational Graduate Certificate in Career Development Practice
Career information officer	Certificate IV in Career Development

Occupational title	Qualification
Carer consultant	Certificate IV in Mental Health Peer Work
Carer support officer	CHC42508 Certificate IV in Community Services (Information, advice and referral)
Case coordinator	Diploma of Community Services (Case management)
Case coordinator	Diploma of Community Services Work
Case coordinator	Diploma of Disability
Case manager	Advanced Diploma of Disability
Case manager	Diploma of Disability
Case manager	Diploma of Youth Work
Case manager	Vocational Graduate Certificate in Community Services Practice (Client assessment and case management)
Case manager	CHC42508 Certificate IV in Community Services (Information, advice and referral*)*
Case support worker	Certificate IV in Child, Youth and Family Intervention (Residential and out of home care)
	Certificate IV in Child, Youth and Family Intervention (Child protection)
	Certificate IV in Child, Youth and Family Intervention (Family support)
Case worker	Certificate IV in Alcohol and Other Drugs
Case worker	Certificate IV in Community Services Work
Case worker	Diploma of Family Intake and Support Work
Case worker	Diploma of Youth Justice
Case worker or manager	Diploma of Community Services Work
Celebrant	Certificate IV in Celebrancy
Centre manager	Advanced Diploma of Community Sector

Occupational title	Qualification
	Management
Centre manager (children's services)	Diploma of Children's Services (Early childhood education and care)
Chief executive officer	Vocational Graduate Diploma of Community Sector Management
Child and family counsellor	Vocational Graduate Diploma of Relationship Counselling
Child and family support service coordinator	Advanced Diploma of Children's Services
Child care assistant	Certificate III in Children's Services
Childhood educator	Certificate III in Children's Services
Childhood educator	Diploma of Children's Services (Early childhood education and care)
Child development worker	Diploma of Children's Services (Early childhood education and care)
Child protection support worker	Certificate IV in Child, Youth and Family Intervention (Child protection)
Child protection worker	Vocational Graduate Certificate in Community Services Practice (Statutory child protection)
Child protection worker/practitioner	Diploma of Child, Youth and Family Intervention
Child safety officer	Diploma of Child, Youth and Family Intervention
Child safety officer	Vocational Graduate Certificate in Community Services Practice (Statutory child protection)
Children's adviser	Diploma of Children's Services (Early childhood education and care)
Children's contact facilitator	Certificate IV in Children's Contact Services Work
Children's contact support worker	Certificate IV in Children's Contact Services Work
Children's contact worker	Certificate IV in Children's Contact Services Work
Children's service director /	Diploma of Children's Services (Early childhood

Occupational title	Qualification
manager	education and care)
Children's services coordinator	Advanced Diploma of Children's Services
Children's services coordinator	Diploma of Children's Services (Early childhood education and care)
Children's/youth support worker	Certificate IV in Child, Youth and Family Intervention (Residential and out of home care)
	Certificate IV in Child, Youth and Family Intervention (Child protection)
	Certificate IV in Child, Youth and Family Intervention (Family support)
Civil celebrant	Certificate IV in Celebrancy
Clerical worker	Certificate III in Social Housing
Client assistant	Certificate III in Disability
Client contact	Certificate III in Community Services Work
Client intake worker	Diploma of Family Intake and Support Work
Client service assessor	Diploma of Community Services Work
Client service assessor	Diploma of Disability
Client service officer	Certificate IV in Social Housing
Client services officer	Certificate IV in Employment Services
Client services officer	Diploma of Family Intake and Support Work
Community access coordinator	Certificate III in Disability
Community advisory worker	Certificate IV in Community Services (Information, advice and referral)
Community builder	Diploma of Community Development
Community care manager	Advanced Diploma of Community Sector Management
Community care worker	Certificate III in Aged Care
Community care worker	Certificate III in Community Services Work

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Occupational title	Qualification
Community care worker	Certificate III in Disability
Community care worker	Certificate III in Home and Community Care
Community celebrant	Certificate IV in Celebrancy
Community development facilitator	Certificate IV in Community Services (Development and/or Humanitarian Assistance)
Community development manager	Advanced Diploma of Community Sector Management
Community development officer	Diploma of Community Development
Community development worker	Certificate IV in Community Development
Community development worker	Certificate IV in Volunteer Program Coordination
Community development worker (youth)	Certificate IV in Youth Work
Community education manager	Advanced Diploma of Community Sector Management
Community education worker	Certificate IV in Community Services Advocacy
Community education worker	Certificate IV in Relationship Education
Community house worker	Certificate III in Aged Care
Community house worker	Certificate III in Disability
Community house worker	Certificate IV in Home and Community Care
Community housing resources worker	Diploma of Community Development
Community housing worker	Certificate IV in Social Housing
Community legal officers	Certificate IV in Community Services Advocacy
Community leisure coordinator	Diploma of Leisure and Health
Community leisure officer	Certificate IV in Leisure and Health
Community liaison officer	CHC42508 Certificate IV in Community Services (Information, advice and referral)

Occupational title	Qualification
Community rehabilitation and support worker	Certificate IV in Mental Health
Community rehabilitation and support worker	Diploma of Community Services (Alcohol and other drugs)
Community rehabilitation and support worker	Diploma of Community Services (Alcohol, other drugs and mental health)
Community rehabilitation and support worker	Diploma of Community Services (Mental health)
Community services manager	Advanced Diploma of Community Sector Management
Community services worker	Certificate IV in Community Services Work
Community services worker	Diploma of Community Services Work
Community support worker	Certificate III in Aged Care
Community support worker	Certificate III in Disability
Community support worker	Certificate III in Home and Community Care
Community support worker	Certificate IV in Alcohol and Other Drugs
Community support worker	Certificate IV in Community Services Work
Community support worker	Certificate IV in Home and Community Care
Community support worker	Certificate IV in Mental Health
Community support worker	Diploma of Community Services (Alcohol and other drugs)
Community support worker	Diploma of Community Services (Alcohol, other drugs and mental health)
Community support worker	Diploma of Community Services (Mental health)
Community visitors	Certificate IV in Child, Youth and Family Intervention (Residential and out of home care)
	Certificate IV in Child, Youth and Family Intervention (Child protection)
	Certificate IV in Child, Youth and Family Intervention (Family support)

Community Services and Health Industry Skills Council

Occupational title	Qualification
Community worker	Certificate IV in Community Development
Community worker	Diploma of Community Services Work
Consumer consultant	Certificate IV in Mental Health Peer Work
Consumer representative	Certificate IV in Mental Health Peer Work
Contact officers	Certificate II in Community Services
Contact service practice manager	Vocational Graduate Diploma of Relationship Counselling
Coordinator	Diploma of Children's Contact Services Work
Coordinator	Diploma of Community Services Coordination
Coordinator	Diploma of Community Services Work
Coordinator	Diploma of Disability
Coordinator (large organisation)	Advanced Diploma of Community Sector Management
Coordinator family services	Diploma of Community Services Work
Coordinator relationship education services	Diploma of Relationship Education
Coordinator voluntary work	Certificate IV in Volunteer Program Coordination
Coordinator youth and family services	Diploma of Youth Work
Coordinator youth services	Diploma of Youth Work
Coordinator, social housing	Diploma of Social Housing
Coordinator, volunteer programs	Diploma of Community Services Coordination
Cottage parent	Certificate IV in Child, Youth and Family Intervention (Residential and out of home care)
	Certificate IV in Child, Youth and Family Intervention (Child protection)
	Certificate IV in Child, Youth and Family Intervention (Family support)

    Community Services and Health Industry Skills Council

Occupational title	Qualification
Counsellor	Diploma of Counselling
Couples counsellor	Vocational Graduate Diploma of Relationship Counselling
Court coordinator	Diploma of Youth Justice
Court support worker	Certificate IV in Community Services Advocacy
Customer service officer	Certificate III in Employment Services
Customer service staff	Certificate II in Community Services
Day activity worker	Certificate IV in Aged Care
Day activity worker	Certificate IV in Home and Community Care
Detoxification worker	Certificate IV in Alcohol and Other Drugs
Development officer	Certificate IV in Disability
Direct care worker	Certificate IV in Child, Youth and Family Intervention (Residential and out of home care)
	Certificate IV in Child, Youth and Family Intervention (Child protection)
	Certificate IV in Child, Youth and Family Intervention (Family support)
Director	Diploma of Children's Services (Outside school hours care)
Director (children's services)	Diploma of Children's Services (Early childhood education and care)
Disability development and support officer	Advanced Diploma of Disability
Disability officer – day support	Certificate IV in Disability
Disability officer – day support	Certificate IV in Leisure and Health
Disability service officer	Certificate III in Disability
Disability service officer (in some jurisdictions)	Certificate III in Aged Care
Disability support officer	Certificate III in Disability

Occupational title	Qualification
Disability support officer / worker	Certificate IV in Disability
Disability support worker	Certificate III in Disability
Disability support worker	Certificate III in Home and Community Care
Dispute resolution facilitator	Vocational Graduate Diploma of Family Dispute Resolution
Dispute resolution facilitator	Vocational Graduate Diploma of Family Dispute Resolution
Diversional therapist	Diploma of Leisure and Health
Diversional therapy assistant	Certificate IV in Leisure and Health
Diversional therapy assistant	Diploma of Leisure and Health
Divorce counsellor	Vocational Graduate Diploma of Relationship Counselling
Domestic assistant	Certificate II in Community Services
Domestic violence help line counsellor	Certificate III in Telephone Counselling Skills
Domestic violence help line telephone counsellor	Certificate IV in Telephone Counselling Skills
Domestic violence worker	Certificate IV in Community Services Work
Driver	Certificate III in Home and Community Care
Drug and alcohol worker	Certificate IV in Alcohol and Other Drugs
Early intervention homelessness worker	Certificate IV in Community Services Work
Early intervention worker	Certificate IV in Child, Youth and Family Intervention (Residential and out of home care)
	Certificate IV in Child, Youth and Family Intervention (Child protection)
	Certificate IV in Child, Youth and Family Intervention (Family support)
Early intervention worker	Diploma of Community Services Work

Community Services and Health Industry Skills Council

Occupational title	Qualification
Economic development manager	Diploma of Community Development
Education assistant	Certificate III in Education Support
Education assistant	Certificate IV in Education Support
Education assistant	Diploma of Education Support
Education assistant (special needs)	Certificate III in Education Support
Education assistant (special needs)	Certificate IV in Education Support
Education assistant (special needs)	Diploma of Education Support
Education officer	Certificate IV in Relationship Education
Education support worker	Certificate III in Education Support
Education support worker	Certificate IV in Education Support
Education support worker	Diploma of Education Support
Education worker	Certificate IV in Education Support
Employment consultant	Certificate IV in Employment Services
Employment consultant – case manager	Certificate IV in Employment Services
Employment consultant – employer marketing and liaison	Certificate IV in Employment Services
Employment consultant – job placement	Certificate IV in Employment Services
Employment consultant – training	Certificate IV in Employment Services
Employment consultant in training	Certificate III in Employment Services
Employment coordinator (disability)	Certificate IV in Disability
Employment services administrative support	Certificate III in Employment Services

Occupational title	Qualification
Employment services program manager	Diploma of Employment Services
Employment services receptionist	Certificate III in Employment Services
Employment services site/branch manager	Diploma of Employment Services
Employment services team leader	Diploma of Employment Services
Entry level case worker	Certificate IV in Child, Youth and Family Intervention (Residential and out of home care)
	Certificate IV in Child, Youth and Family Intervention (Child protection)
	Certificate IV in Child, Youth and Family Intervention (Family support)
Executive director	Vocational Graduate Diploma of Community Sector Management
Executive officer	Vocational Graduate Diploma of Community Sector Management
Executive officer (community housing organisation – reporting directly to board of directors)	Diploma of Social Housing
Executive officer (small organisation)	Certificate IV in Social Housing
Family advocate	Certificate IV in Mental Health Peer Work
Family and child mediator	Vocational Graduate Diploma of Family Dispute Resolution
Family and couples mediator	Vocational Graduate Diploma of Family Dispute Resolution
Family assessment worker	Diploma of Family Intake and Support Work
Family celebrant	Certificate IV in Celebrancy
Family counsellor	Vocational Graduate Diploma of Relationship Counselling
Family day care worker	Certificate III in Children's Services

Occupational title	Qualification
Family law mediator	Vocational Graduate Diploma of Family Dispute Resolution
Family law mediator	Vocational Graduate Diploma of Family Dispute Resolution
Family relationship counsellor	Vocational Graduate Diploma of Relationship Counselling
Family relationship support worker	Certificate IV in Relationship Education
Family relationship worker	Certificate IV in Relationship Education
Family relationships mediator	Vocational Graduate Diploma of Family Dispute Resolution
Family relationships mediator	Vocational Graduate Diploma of Family Dispute Resolution
Family relationships support worker	Diploma of Relationship Education
Family skills worker	Certificate IV in Relationship Education
Family support worker	Certificate III in Disability
Family support worker	Certificate IV in Alcohol and Other Drugs
Family support worker	Certificate IV in Community Services Work
Family support worker	Certificate IV in Relationship Education
Family support worker	Diploma of Community Services Work
Family support worker	Diploma of Family Intake and Support Work
Family support worker	Diploma of Relationship Education
Family support worker / protection planner	Diploma of Child, Youth and Family Intervention
Family support/prevention worker	Certificate IV in Child, Youth and Family Intervention (Family support)
Family/parent educator	Diploma of Relationship Education
Family/parent facilitator	Diploma of Relationship Education

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Occupational title	Qualification
Fathers worker	Certificate IV in Relationship Education
Fathers worker	Diploma of Relationship Education
Field officer	Certificate III in Aged Care
Field officer	Certificate III in Disability
Finance manager (development and/or humanitarian assistance)	Diploma of Community Services (Development and/or Humanitarian Assistance)
Finance officer (development and/or humanitarian assistance)	Certificate IV in Community Services (Development and/or Humanitarian Assistance)
Financial counsellor	Diploma of Community Services (Financial counselling)
Food services deliverer	Certificate III in Home and Community Care
Foster parent/carer	Certificate IV in Child, Youth and Family Intervention (Residential and out of home care)
Funeral celebrant	Certificate IV in Celebrancy
Gardener/grounds person	Certificate II in Community Services
Gay and lesbian help line counsellor	Certificate III in Telephone Counselling Skills
Gay and lesbian help line telephone counsellor	Certificate IV in Telephone Counselling Skills
General manager	Vocational Graduate Diploma of Community Sector Management
Group coordinator	Diploma of Children's Services (Outside school hours care)
Group facilitator / coordinator	Diploma of Community Services Work
Group leader	Diploma of Children's Services (Outside school hours care)
Group worker	Certificate IV in Relationship Education
Group/team coordinator/leader (children's services)	Diploma of Children's Services (Early childhood education and care)

Community Services and Health Industry Skills Council

Occupational title	Qualification
Health education officer	Certificate IV in Community Services Work
Home based care worker	Certificate IV in Child, Youth and Family Intervention (Residential and out of home care)
Home care assistant	Certificate III in Aged Care
Home care assistant	Certificate III in Disability
Home care worker	Certificate III in Home and Community Care
Home helper	Certificate II in Community Services
Home maintenance worker	Certificate III in Home and Community Care
Home tutor	Certificate III in Education Support
Home tutor	Certificate IV in Education Support
Homeland teaching assistant	Certificate III in Education Support
Homeland teaching assistant	Certificate IV in Education Support
Homeland teaching assistant	Diploma of Education Support
Hostel supervisor	Certificate IV in Aged Care
House supervisor	Advanced Diploma of Disability
Housekeeping assistant	Certificate II in Community Services
Housing assistant	Certificate III in Social Housing
Housing manager	Certificate IV in Social Housing
Housing manager (reporting to executive officer)	Certificate IV in Social Housing
Housing manager (reports directly to board of directors)	Diploma of Social Housing
Housing manager (small-medium size organisation – reports directly to board of directors)	Certificate IV in Social Housing
Housing services officer	Certificate IV in Social Housing
Housing support worker	Certificate IV in Social Housing

Occupational title	Qualification
Housing worker – intensive tenancy worker	Certificate IV in Social Housing
HR manager (development and/or humanitarian assistance)	Diploma of Community Services (Development and/or Humanitarian Assistance)
HR officer (development and/or humanitarian assistance)	Certificate IV in Community Services (Development and/or Humanitarian Assistance)
Human resources manager	Certificate IV in Pastoral Care
In home respite worker	Certificate III in Aged Care
Inclusion support facilitator	Advanced Diploma of Children's Services
Inclusion supports facilitator	Diploma of Education Support
Indigenous connection worker	Certificate IV in Mediation
Indigenous family consultant	Certificate IV in Mediation
Indigenous family facilitator	Vocational Graduate Diploma of Family Dispute Resolution
Indigenous family facilitator	Vocational Graduate Diploma of Family Dispute Resolution
Indigenous housing officer	Certificate IV in Social Housing
Indigenous language and culture teaching assistant	Certificate III in Education Support
Indigenous language and culture teaching assistant	Certificate IV in Education Support
Indigenous youth worker	Certificate III in Community Services Work
Indigenous youth worker	Certificate IV in Youth Work
Information and referral worker	Diploma of Family Intake and Support Work
Information worker	Certificate IV in Community Services (Information, advice and referral)
Information worker	Certificate IV in Community Services Advocacy
In-home respite care	Certificate IV in Home and Community Care

Community Services and Health Industry Skills Council

Occupational title	Qualification
In-home respite care worker	Certificate III in Disability
In-home respite giver	Certificate III in Home and Community Care
Intake and referral worker (Aboriginal)	Certificate III in Community Services Work
Intake and support coordinator	CHC42508 Certificate IV in Community Services (Information, advice and referral)
Intake officer	CHC42508 Certificate IV in Community Services (Information, advice and referral)
Job coordinator	Certificate IV in Disability
Job search training consultant	Certificate IV in Employment Services
Juvenile justice coordinator	Diploma of Youth Justice
Juvenile justice court officer	Certificate III in Community Services Work
Juvenile justice officer	Certificate III in Community Services Work
Juvenile justice officer	Certificate IV in Youth Justice
Juvenile justice officer	Diploma of Youth Justice
Juvenile justice officer (community)	Certificate III in Community Services Work
Language worker	Certificate III in Education Support
Language worker	Certificate IV in Education Support
Laundry assistant	Certificate II in Community Services
Leisure officer	Certificate IV in Leisure and Health
Leisure services coordinator / manager	Diploma of Leisure and Health
Lifeline telephone counsellor	Certificate IV in Telephone Counselling Skills
Lifestyle support officer	Certificate IV in Disability
Literacy worker	Certificate III in Education Support
Literacy worker	Certificate IV in Education Support

Community Services and Health Industry Skills Council

Occupational title	Qualification
Local area coordinator	Certificate IV in Disability
Local area coordinator	Diploma of Disability
Local support coordinator	Diploma of Disability
Logistics manager (development and/or humanitarian assistance)	Diploma of Community Services (Development and/or Humanitarian Assistance)
Logistics officer (development and/or humanitarian assistance)	Certificate IV in Community Services (Development and/or Humanitarian Assistance)
Loss and grief celebrant	Certificate IV in Celebrancy
Manager	Diploma of Disability
Manager (large service with multiple staff and programs)	Vocational Graduate Diploma of Community Sector Management
Manager (small agency/service)	Advanced Diploma of Community Sector Management
Manager of an ADR service	Vocational Graduate Diploma of Family Dispute Resolution
Manager of volunteers	Diploma of Community Services Coordination
Manager, volunteers	Certificate IV in Volunteer Program Coordination
Marketing coordinator	Certificate IV in Disability
Marriage and family educator	Certificate IV in Relationship Education
Marriage and family educator	Diploma of Relationship Education
Marriage celebrant	Certificate IV in Celebrancy
Marriage counsellor	Vocational Graduate Diploma of Relationship Counselling
Mediation case worker	Certificate IV in Mediation
Mediation worker	Certificate IV in Mediation
Mediator	Certificate IV in Mediation
Men's help line telephone counsellor	Certificate III in Telephone Counselling Skills

Community Services and Health Industry Skills Council

Occupational title	Qualification
Men's help line telephone counsellor	Certificate IV in Telephone Counselling Skills
Men's service officer	Certificate IV in Relationship Education
Men's service officer	Diploma of Relationship Education
Mental health community worker	Diploma of Community Services (Alcohol, other drugs and mental health)
Mental health community worker	Diploma of Community Services (Mental health)
Mental health outreach worker	Certificate IV in Mental Health
Mental health outreach worker	Diploma of Community Services (Alcohol, other drugs and mental health)
Mental health outreach worker	Diploma of Community Services (Mental health)
Mental health rehabilitation support worker	Certificate IV in Mental Health
Mental health rehabilitation support worker	Diploma of Community Services (Alcohol, other drugs and mental health)
Mental health rehabilitation support worker	Diploma of Community Services (Mental health)
Mental health support worker	Certificate IV in Mental Health
Mental health support worker	Diploma of Community Services (Alcohol, other drugs and mental health)
Mental health support worker	Diploma of Community Services (Mental health)
Mentors	Certificate IV in Youth Justice
Mobile assistant	Certificate III in Children's Services
Mobile assistant	Certificate IV in Children's Services (Outside school hours care)
Nanny	Certificate III in Children's Services
Neighbourhood centre coordinator	Certificate IV in Community Development
Neighbourhood centre manager	Certificate IV in Community Development

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Occupational title	Qualification
Neighbourhood centre manager	Diploma of Community Development
Neighbourhood centre worker	Certificate III in Community Services Work
Neighbourhood centre worker	Certificate IV in Community Development
Neighbourhood centre worker	Certificate IV in Relationship Education
Neighbourhood renewal workers	Certificate III in Social Housing
Night/community patrol workers	Certificate II in Community Services
Non-residential case worker/team leader	Diploma of Child, Youth and Family Intervention
Nursing assistant	Certificate III in Aged Care
Nursing assistant	Certificate III in Disability
OSHC assistant	Certificate IV in Children's Services (Outside school hours care)
Out of home care provider	Certificate IV in Child, Youth and Family Intervention (Residential and out of home care)
Outcomes manager	Diploma of Community Development
Outreach officer	Certificate IV in Community Services Work
Outreach support worker	Certificate IV in Social Housing
Outreach worker	Certificate IV in Alcohol and Other Drugs
Outside school hours care assistant	Certificate III in Children's Services
Outside school hours care coordinator	Diploma of Children's Services (Outside school hours care)
Outside school hours care supervisor / coordinator	Certificate IV in Children's Services (Outside school hours care)
Outside school hours care worker	Diploma of Children's Services (Outside school hours care)
Para-legal workers	Certificate IV in Community Services Advocacy
Parent educator	Certificate IV in Relationship Education

       Community Services and Health Industry Skills Council

Occupational title	Qualification
Participation coordinator	Certificate IV in Mental Health Peer Work
Pastoral care counsellor	Diploma of Community Services Work
Pastoral care manager	Diploma of Community Services Work
Pastoral care worker	Certificate IV in Pastoral Care
Peer mentor	Certificate IV in Mental Health Peer Work
Peer support worker	Certificate IV in Mental Health Peer Work
Personal adviser	Certificate IV in Community Services (Information, advice and referral)
Personal care assistant	Certificate II in Community Services
Personal care assistant	Certificate III in Aged Care
Personal care assistant	Certificate III in Disability
Personal care assistant	Certificate III in Home and Community Care
Personal care giver	Certificate III in Aged Care
Personal care giver	Certificate III in Disability
Personal care giver	Certificate III in Home and Community Care
Personal care worker	Certificate III in Aged Care
Personal care worker	Certificate III in Disability
Personal care worker	Certificate III in Home and Community Care
Personal care worker	Certificate IV in Aged Care
Personal care worker	Certificate IV in Home and Community Care
Phone advice worker	Certificate IV in Community Services Advocacy
Planned activity assistant	Certificate III in Home and Community Care
Play leader	Certificate IV in Children's Services (Outside school hours care)
Playgroup supervisor	Certificate III in Children's Services

Occupational title	Qualification
Policy worker, social housing	Diploma of Social Housing
Problem gambling worker	Diploma of Counselling
Program area manager	Advanced Diploma of Community Sector Management
Program coordinator – social programs	Certificate IV in Aged Care
Program coordinator or manager	Diploma of Community Services Work
Program development worker	Certificate IV in Relationship Education
Program leader	Certificate IV in Children's Services (Outside school hours care)
Program leader	Diploma of Children's Services (Outside school hours care)
Program leader (children's services)	Diploma of Children's Services (Early childhood education and care)
Program manager	Diploma of Youth Work
Program officer	Certificate IV in Social Housing
Program or service manager	Diploma of Community Services Coordination
Program support worker	Diploma of Children's Contact Services Work
Program/service coordinator	Diploma of Disability
Project coordinator (development and/or humanitarian assistance)	Certificate IV in Community Services (Development and/or Humanitarian Assistance)
Project manager	Advanced Diploma of Community Sector Management
Project manager	Diploma of Community Development
Project manager (development and/or humanitarian assistance)	Diploma of Community Services (Development and/or Humanitarian Assistance)
Project officer (development and/or humanitarian assistance)	Certificate IV in Community Services (Development and/or Humanitarian Assistance)
Project officer (life enhancement	Certificate IV in Disability

Community Services and Health Industry Skills Council

Occupational title	Qualification
team)	
Project officers	Diploma of Social Housing
Project worker	Certificate IV in Community Development
Property worker	Certificate IV in Social Housing
Property/asset manager (specialist)	Diploma of Social Housing
Protective case worker	Diploma of Child, Youth and Family Intervention
Provision of emergency relief	Certificate II in Community Services
Psycho-educational trainer	Advanced Diploma of Disability
Psycho-social trainer	Advanced Diploma of Disability
Reception/front desk staff	Certificate II in Community Services
Recreation activities officer	Certificate IV in Leisure and Health
Recreation assistant	Certificate III in Children's Services
Recreation assistant	Certificate IV in Children's Services (Outside school hours care)
Recreation leader	Certificate IV in Children's Services (Outside school hours care)
Recreational activities officer (weekend)	Certificate III in Community Services Work
Recreational activities officer coordinator	Diploma of Leisure and Health
Recreational youth activities worker	Certificate IV in Youth Work
Referrals manager	Certificate IV in Community Services (Information, advice and referral)
Relationship educator	Diploma of Relationship Education
Relationship, marriage and/or family educator	Certificate IV in Relationship Education

Occupational title	Qualification
Residential aide	Certificate III in Disability
Residential care officer	Certificate III in Disability
Residential care officer	Certificate IV in Disability
Residential care support worker	Certificate III in Disability
Residential care worker	Certificate IV in Child, Youth and Family Intervention (Residential and out of home care)
Residential care worker	Certificate IV in Youth Work
Residential care worker	Diploma of Child, Youth and Family Intervention
Residential support worker	Certificate III in Community Services Work
Rural financial counsellor	Diploma of Community Services (Financial counselling)
School support officer (working with children with disabilities)	Certificate III in Disability
Section supervisor	Diploma of Youth Justice
Secure environment worker	Certificate IV in Youth Justice
Senior case manager	Diploma of Employment Services
Senior case worker	Diploma of Youth Work
Senior client service officers – generalist	Diploma of Social Housing
Senior client service officers – specialist	Diploma of Social Housing
Senior client services officer – general	Certificate IV in Social Housing
Senior community care worker	Certificate IV in Home and Community Care
Senior disability worker	Diploma of Disability
Senior employment consultant	Diploma of Employment Services
Senior financial counsellor	Diploma of Community Services (Financial counselling)

Occupational title	Qualification
Senior housing officer/manager	Diploma of Social Housing
Senior personal care assistant	Certificate IV in Disability
Senior play leader	Certificate IV in Children's Services (Outside school hours care)
Senior youth justice officer	Diploma of Youth Justice
Senior youth officer / chaplain	Diploma of Community Services Work
Senior youth worker	Diploma of Youth Work
Separations counsellor	Vocational Graduate Diploma of Relationship Counselling
Service coordinator	Advanced Diploma of Disability
Service coordinator	Certificate IV in Home and Community Care
Service director	Advanced Diploma of Children's Services
Service director	Diploma of Children's Services (Outside school hours care)
Service director	Vocational Graduate Diploma of Community Sector Management
Service/care/respite coordinator	CHC42508 Certificate IV in Community Services (Information, advice and referral)
Service manager	Diploma of Children's Services (Outside school hours care)
Service or program coordinator	Diploma of Community Services Coordination
Sessional contact worker	Certificate IV in Children's Contact Services Work
Sessional supervisor	Diploma of Children's Contact Services Work
Settlement worker	Diploma of Community Development
Shift supervisor	Diploma of Youth Justice
Shift team leader	Diploma of Youth Justice
Social educator	Certificate IV in Disability

Occupational title	Qualification
Social trainer	Certificate IV in Disability
Social welfare worker	Diploma of Community Services Work
Social worker	Vocational Graduate Certificate in Community Services Practice (Statutory child protection)
Specialist mediation worker	Certificate IV in Mediation
Supervisor	Advanced Diploma of Disability
Supervisor	Certificate IV in Disability
Supervisor	Diploma of Community Services Coordination
Support facilitator	Diploma of Community Services Work
Support facilitator	Diploma of Disability
Support facilitator	CHC42508 Certificate IV in Community Services (Information, advice and referral)
Support services manager (development and/or humanitarian assistance)	Diploma of Community Services (Development and/or Humanitarian Assistance)
Support worker	Certificate II in Community Services
Support worker	Certificate III in Aged Care
Support worker	Certificate III in Community Services Work
Support worker	Certificate III in Disability
Support worker	Certificate III in Home and Community Care
Support worker	Certificate IV in Aged Care
Support worker	Certificate IV in Alcohol and Other Drugs
Support worker	Certificate IV in Community Services Work
Support worker	Certificate IV in Home and Community Care
Support worker (children with disabilities)	Certificate III in Education Support
Support worker (children with	Certificate IV in Education Support

Community Services and Health Industry Skills Council

Occupational title	Qualification
disabilities)	
Support worker (children with disabilities)	Diploma of Education Support
Support worker (specialist)	Diploma of Social Housing
Support worker residential	Certificate IV in Youth Work
Supported housing worker	Certificate IV in Social Housing
Teacher aide	Certificate III in Education Support
Teacher aide	Certificate IV in Education Support
Teacher aide	Diploma of Education Support
Teacher assistant	Certificate III in Education Support
Teacher assistant	Certificate IV in Education Support
Teacher assistant	Diploma of Education Support
Team leader	Advanced Diploma of Disability
Team leader	Certificate IV in Children's Services (Outside school hours care)
Team leader	Diploma of Children's Services (Outside school hours care)
Team leader	Diploma of Community Services Coordination
Team leader, social housing	Diploma of Social Housing
Team manager (development and/or humanitarian assistance)	Diploma of Community Services (Development and/or Humanitarian Assistance)
Team supervisor	Diploma of Children's Contact Services Work
Telephone counsellor	Certificate III in Telephone Counselling Skills
Telephone counsellor	Certificate IV in Telephone Counselling Skills
Tenancy advice manager	Diploma of Social Housing
Tenancy worker	Certificate IV in Social Housing
Tenant administration worker	Certificate III in Social Housing

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Occupational title	Qualification
Tenant advice and advocacy service coordinator	Certificate IV in Community Services Advocacy
Tenant advice and advocacy worker	Certificate IV in Community Services Advocacy
Tenants	Certificate III in Social Housing
Tenants working in a range of areas	Certificate III in Community Services Work
Therapeutic worker	Diploma of Child, Youth and Family Intervention
Training and placement officer	Certificate IV in Employment Services
Training manager, social housing	Diploma of Social Housing
Transport coordinator	Certificate IV in Home and Community Care
Transport support worker	Certificate III in Home and Community Care
Unit coordinator / manager	Certificate IV in Youth Justice
Unit coordinator / manager / leader	Diploma of Youth Justice
Unit manager	Advanced Diploma of Disability
Unit manager	Diploma of Community Services Coordination
Vacation care coordinator	Diploma of Children's Services (Outside school hours care)
Vacation care supervisor	Certificate IV in Children's Services (Outside school hours care)
Visits coordinator	Certificate IV in Youth Justice
Volunteer program manager	Advanced Diploma of Community Sector Management
Volunteer tenant manager	Certificate III in Social Housing
Welfare rights worker	Certificate IV in Community Services Advocacy
Welfare support worker	Certificate IV in Community Services Work
Welfare worker	Certificate IV in Community Services Work

Community Services and Health Industry Skills Council

Occupational title	Qualification
Welfare worker	Diploma of Community Services Work
Workers in peak organisations	Certificate IV in Community Services Advocacy
Workplace chaplain	Certificate IV in Pastoral Care
Youth alcohol and other drugs worker	Certificate IV in Youth Work
Youth and family resource officer	Certificate IV in Youth Work
Youth and family service worker	Certificate IV in Youth Work
Youth case worker	Certificate IV in Youth Work
Youth case worker (community health service setting – non residential)	Certificate III in Community Services Work
Youth help line counsellor	Certificate IV in Telephone Counselling Skills
Youth help line telephone counsellor	Certificate III in Telephone Counselling Skills
Youth housing support worker	Certificate III in Community Services Work
Youth housing support worker	Certificate IV in Youth Work
Youth justice area manager	Diploma of Youth Justice
Youth justice officer	Certificate IV in Youth Justice
Youth peer worker	Certificate IV in Mental Health Peer Work
Youth residential worker	Certificate IV in Youth Justice
Youth support case worker	Diploma of Child, Youth and Family Intervention
Youth work team leader	Diploma of Youth Work
Youth worker	Certificate III in Community Services Work
Youth worker	Certificate IV in Youth Work
Youth worker juvenile justice	Certificate IV in Youth Justice

Introduction to the Employability Skills Qualification Summaries

Introduction to the Employability Skills Qualification Summaries

The Employability Skills Qualification Summaries included in this volume are based on the Employability Skills Framework identified as appropriate for the CHC08 Community Services Training Package (shown on the following page).

The facets included in the framework are deemed to apply generally to work in the community services industry, with specific customisation required to address work at different levels and sectors of the industry.

Customisation for CHC08 Training Package

The Employability Skills Qualification Summaries include all facets listed in the Employability Skills Framework, but have been customised to reflect specific qualification requirements:

- Any facets not required for work to which that qualification may apply have been crossed out (text appears with a line through it).
- Where facets contain inappropriate words they have been crossed out.
- Additional or replacement words are added (in **_bold italics_**) to existing facets:
- where they are more appropriate
- in order to clarify how that facet applies for that qualification.

The Employability Skills Qualification Summaries will be included as part of the Implementation Guide for users of the CHC08 Community Services Training Package, together with a detailed mapping showing coverage of Employability Skills by compulsory and mandatory competency units.

They will be hyperlinked to the detailed competency units, with yellow highlights showing coverage of Employability Skills.

Employability Skills Framework							
Communication	Teamwork	Problem solving	Initiative and enterprise	Planning and organising	Self management	Learning	Technology

Facets of the Employability Skills *(facets of the skill identified applicable to the jobs/occupations covered by the qualification concerned)*	1. Listening and understanding	1. Working as an individual and a team member	1. Developing practical and creative solutions to workplace problems	1. Adapting to new situations	1. Collecting, analysing and organising information	1. Being self-motivated	1. Being open to learning new ideas and techniques	1. Using technology and related workplace equipment
	2. Speaking clearly/directly	2. Working with diverse individuals and groups	2. Showing independence and initiative in identifying problems	2. Being creative in response to workplace challenges	2. Using basic business systems for planning and organising	2. Articulating own ideas and vision	2. Learning in a range of settings including informal learning	2. Using technology to organise data
	3. Reading and interpreting workplace related documentation	3. Applying knowledge of own role as part of a team	3. Solving problems individually or in teams	3. Identifying opportunities that might not obvious to others	3. Being appropriately resourceful	3. Balancing own ideas, values and vision with workplace values and requirements	3. Participating in ongoing learning	3. Adapting to new technology skill requirements
	4. Writing to address audience needs	4. Applying teamwork skills to a range of situations	4. Applying a range of strategies in problem solving	4. Generating a range of options in response to workplace matters	4. Taking initiative and making decisions within workplace role	4. Monitoring and evaluating own performance	4. Learning in order to accommodate change	4. Applying OHS knowledge when using technology

5. Interpreting the needs of internal/ external clients	5. Identifying and utilising the strengths of other team members	5. Using numeracy skills to solve problems	5. Translating ideas into action	5. Participating in continuous improvement and planning processes	5. Taking responsibility at the appropriate level	5. Learning new skills and techniques	5. Applying technology as a management tool
6. Applying numeracy skills to workplace requirements	6. Giving feedback, coaching and mentoring	6. Testing assumptions and taking context into account	6. Developing innovative solutions	6. Working within or establishing clear work goals and deliverable's		6. Taking responsibility for own learning	
7. Establishing and using networks		7. Listening to and resolving concerns in relation to workplace issues	7. Developing a strategic, creative, long-term vision	7. Determining or applying required resources		7. Contributing to the learning of others	
8. Sharing information		8. Resolving client concerns relative to workplace responsibilities		8. Allocating people and other resources to tasks and workplace requirements		8. Applying a range of learning approaches	

9. Negotiating responsively				9. Managing time and priorities		9. Developing own learning pathways	
10. Persuading effectively				10. Adapting resource allocations to cope with contingencies		10. Developing own learning plans	
11. Being appropriately assertive							
12. Empathising							

*Note: Facets enclosed in brackets do not apply

Employability Skills Qualification Summaries at Certificate I level

CHC10108   Certificate I in Work Preparation (Community Services)

CHC10208   Certificate I in Active Volunteering

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Communication	1. Listening to and understanding *work instructions, directions* and *feedback* 2. Speaking clearly/directly *to relay information* 3. Reading and interpreting workplace related documentation, *such as safety requirements and work instructions* [4. Writing to address audience needs, *such as work notes and reports]** [5. Interpreting the needs of internal/ external clients *from clear information]** 6. Applying *basic* numeracy skills to workplace requirements *involving measuring and counting* [7. Establishing and using networks]* 8. Sharing information (*eg. with other staff*) [9. Negotiating responsively (*eg. re own work role and/or conditions, possibly with clients*)]* [10. Persuading effectively]* [11. Being appropriately assertive (*eg. in relation to safe or ethical work practices and own work role*)]* 12. Empathising (*eg. in relation to others*)
Teamwork	1. Working as an individual and a team member 2. Working with diverse individuals and groups 3. Applying knowledge of own role as part of a team 4. Applying teamwork skills to a *limited* range of situations 5. [Identifying and utilising the strengths of other team members]* [6. Giving feedback, coaching and mentoring.]*

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Problem solving	1. Developing practical [and creative]*solutions to workplace problems *(ie. within scope of own role)* [2. Showing independence and initiative in identifying problems *(ie. within scope of own role)]** 3. Solving problems individually or in teams *(ie. within scope of own role)* [4. Applying a range of strategies in problem solving]* 5. Using numeracy skills to solve problems *(eg. time management, simple calculations, shift handover)* [6. Testing assumptions and taking context into account *(ie. with an awareness of assumptions made and work context)]** [7. Listening to and resolving concerns in relation to workplace issues]* [8. Resolving client concerns relative to workplace responsibilities]*
Initiative and enterprise	1. Adapting to new situations *(ie. within scope of own role)* [2. Being creative in response to workplace challenges *(ie. within relevant guidelines and protocols)]** [3. Identifying opportunities that might not be obvious to others *(ie. within a team or supervised work context)]** [4. Generating a range of options in response to workplace matters]* [5. Translating ideas into action *(ie. within own work role)]** [6. Developing innovative solutions]* [7. Developing a strategic, creative, long-term vision]*
Planning and organising	1. Collecting, analysing and organising information *(ie. within scope of own role)* [2. Using basic business systems for planning and organising]* 3. Being appropriately resourceful [4. Taking *limited* initiative and making decisions within workplace role *(ie. within authorised limits)]** [5. Participating in continuous improvement and planning processes *(ie. within scope of own role)]**

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	6. Working within [or establishing]*clear work goals and deliverables 7. Determining or applying required resources *(ie. within scope of own role)* [8. Allocating people and other resources to tasks and workplace requirements]* [9. Managing time and priorities *(ie. in relation to tasks required for own role)]* [10. Adapting resource allocations to cope with contingencies *(ie. if relevant to own role)]*
Self management	1. Being self-motivated *(ie. in relation to requirements of own work role)* [2. Articulating own ideas and vision *(ie. within a team or supervised work context)]* [3. Balancing own ideas and values and vision with workplace values and requirements]* [4. Monitoring and evaluating own performance *(ie. within a team or supervised work context)]* 5. Taking responsibility at the appropriate level
Learning	1. Being open to learning new ideas and techniques*)* 2. Learning in a range of settings including informal learning 3. Participating in ongoing learning [4. Learning in order to accommodate change]* 5. Learning new skills and techniques 6. Taking responsibility for own learning *(ie. within scope of own work role)* [7. Contributing to the learning of others *(eg. by sharing information)]* [8. Applying a range of learning approaches *(ie. as provided)]* [9. Developing own learning pathways]* [10. *Participate in* developing own learning plans *(eg. as part of performance management)]*

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Technology	1. Using technology and related workplace equipment *(ie. if within scope of own role)* [2. Using basic technology skills to organise data]* [3. Adapting to new technology skill requirements]* 4. Applying OHS knowledge when using technology [5. Applying technology as a management tool]*

Employability Skills Qualification Summaries at Certificate II level

CHC20108   **Certificate II in Community Services**

CHC20208   **Certificate II in Active Volunteering**

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Communication	1. Listening to and understanding *work instructions, directions and feedback* 2. Speaking clearly/directly *to relay information* 3. Reading and interpreting workplace related documentation, *such as safety requirements and work instructions* 4. Writing to address audience needs, *such as work notes and reports — communicated, but not necessarily written* 5. Interpreting the needs of internal/ external clients *from clear instructions* 6. Applying *basic* numeracy skills to workplace requirements *involving measuring and counting* [7. Establishing and using networks]* 8. Sharing information *(eg. with other staff and possibly with clients)* 9. Negotiating responsively *(eg. re own work role and/or conditions, possibly with clients)* [10. Persuading effectively]* 11. Being appropriately assertive *(eg. in relation to safe or ethical work practices and own work role)* 12. Empathising *(eg. in relation to others)*

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Teamwork	1. Working as an individual and a team member 2. Working with diverse individuals and groups 3. Applying knowledge of own role as part of a team 4. Applying teamwork skills to a *specific* range of situations 5. Identifying and utilising the strengths of other team members — *as required in line with identified functions* 6. Giving feedback[, coaching and mentoring]*
Problem solving	1. Developing practical [and creative]*solutions to workplace problems *(ie. within scope of own role)* 2. Showing independence and initiative in identifying problems *(ie. within scope of own role)* 3. Solving problems individually or in teams *(ie. within scope of own role)* [4. Applying a range of strategies in problem solving]* 5. Using numeracy skills to solve problems *(eg. time management, utilising resources)* 6. Testing assumptions and taking context into account *(ie. with an awareness of assumptions made and work context)* 7. Listening to and resolving concerns in relation to workplace issues *(ie. within scope of own role)* 8. Resolving client concerns relative to workplace responsibilities *(ie. if role has direct client contact)*
Initiative and enterprise	1. Adapting to new situations *(ie. within scope of own role)* 2. Being creative in response to workplace challenges *(ie. within relevant guidelines and protocols)* 3. Identifying opportunities that might not be obvious to others *(ie. within a team or supervised work context and in lines guidelines)* [4. Generating a range of options in response to workplace matters]* 5. Translating ideas into action *(ie. within own work role)* 6. Developing innovative solutions *(ie. within a team or supervised work context and within established*

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EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	guidelines) [7. Developing a strategic, creative, long-term vision]*
Planning and organising	1. Collecting, analysing and organising information *(ie. within scope of own role)* 2. Using basic [business]*systems for planning and organising *(ie. if applicable to own role)* 3. Being appropriately resourceful *(ie. within scope of own role)* 4. Taking *limited* initiative and making decisions within workplace role *(ie. within authorised limits)* 5. Participating in continuous improvement and planning processes *(ie. within scope of own role)* 6. Working within [or establishing]*clear work goals and deliverables 7. Determining or applying required resources *(ie. within scope of own role)* [8. Allocating people and other resources to tasks and workplace requirements]* 9. Managing time and priorities *(ie. in relation to tasks required for own role)* [10. Adapting resource allocations to cope with contingencies *(ie. if relevant to own role)]**
Self management	1. Being self-motivated *(ie. in relation to requirements of own work role)* 2. Articulating own ideas [and vision]**(ie. within a team or supervised work context)* 3. Balancing own ideas and values [and vision]*with workplace values and requirements 4. Monitoring and evaluating own performance *(ie. within a team or supervised work context)* 5. Taking responsibility at the appropriate level *(ie. within scope of own role)*
Learning	1. Being open to learning new ideas and techniques 2. Learning in a range of settings including informal learning

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	3. Participating in ongoing learning 4. Learning in order to accommodate change 5. Learning new skills and techniques 6. Taking responsibility for own learning *(ie. within scope of own work role)* 7. Contributing to the learning of others *(eg. by sharing information)* 8. Applying a range of learning approaches *(ie. as provided)* [9. Developing own learning pathways]* 10. *Participating in* developing own learning plans *(eg. as part of performance management)*
Technology	1. Using technology and related workplace equipment *(ie. within scope of own role)* 2. Using basic technology skills to organise data 3. Adapting to new technology skill requirements *(ie. within scope of own role)* 4. Applying OHS knowledge when using technology [5. Applying technology as a management tool]*

Employability Skills Qualification Summaries at Certificate III level

CHC30108   Certificate III in Community Services Work

CHC30608   Certificate III in Active Volunteering

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Communication	1. Listening to and understanding *work instructions, directions and feedback* 2. Speaking clearly/directly *to relay information* 3. Reading and interpreting workplace related documentation, *such as safety requirements and work instructions* 4. Writing to address *identified* [audience]*needs, *such as forms, work notes and reports* 5. Interpreting the needs of internal/ external clients *from*

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	clear information 6. Applying *basic* numeracy skills to workplace requirements *involving measuring and counting* [7. Establishing and using networks]* 8. Sharing information *(eg. with other staff)* 9. Negotiating responsively *(eg. re own work role and/or conditions, possibly with clients)* [10. Persuading effectively]* 11. Being appropriately assertive *(eg. in relation to safe or ethical work practices and own work role)* 12. Empathising *(eg. in relation to others)*
Teamwork	1. Working as an individual and a team member 2. Working with diverse individuals and groups 3. Applying knowledge of own role as part of a team 4. Applying teamwork skills to a *limited* range of situations 5. Identifying and utilising the strengths of other team members 6. Giving feedback, coaching and mentoring
Problem solving	1. Developing practical [and creative]*solutions to workplace problems *(ie. within scope of own role)* 2. Showing independence and initiative in identifying problems *(ie. within scope of own role)* 3. Solving problems individually or in teams *(ie. within scope of own role)* 4. Applying a range of strategies in problem solving 5. Using numeracy skills to solve problems *(eg. time management, simple calculations, shift handover)* [6. Testing assumptions and taking context into account]* 7. Listening to and resolving concerns in relation to workplace issues 8. Resolving client concerns relative to workplace responsibilities *(ie. if role has direct client contact)*
Initiative and	1. Adapting to new situations *(ie. within scope of own role)*

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
enterprise	2. Being creative in response to workplace challenges *(ie. within relevant guidelines and protocols)* 3. Identifying opportunities that might not be obvious to others *(ie. within a team or supervised work context)* 4. Generating a range of options in response to workplace matters 5. Translating ideas into action *(ie. within own work role)* 6. Developing innovative solutions *(ie. within a team or supervised work context and within established guidelines)* [7. Developing a strategic, creative, long-term vision]*
Planning and organising	1. Collecting, analysing and organising information *(ie. within scope of own role)* 2. Using basic [business]*systems for planning and organising *(ie. if applicable to own role)* 3. Being appropriately resourceful 4. Taking **limited** initiative and making decisions within workplace role *(ie. within authorised limits)* 5. Participating in continuous improvement and planning processes *(ie. within scope of own role)* 6. Working within [or establishing]*clear work goals and deliverables 7. Determining or applying required resources *(ie. within scope of own role)* 8. Allocating people and other resources to tasks and workplace requirements *(only for team leader or leading hand roles)* 9. Managing time and priorities *(ie. in relation to tasks required for own role)* 10. Adapting resource allocations to cope with contingencies *(ie. if relevant to own role)*
Self management	1. Being self-motivated *(ie. in relation to requirements of own work role)* 2. Articulating own ideas [and vision]*(ie. within a team or supervised work context)* 3. Balancing own ideas and values [and vision]*with

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EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	workplace values and requirements
	4. Monitoring and evaluating own performance *(ie. within a team or supervised work context)*
	5. Taking responsibility at the appropriate level
Learning	1. Being open to learning new ideas and techniques*)*
	2. Learning in a range of settings including informal learning
	3. Participating in ongoing learning
	4. Learning in order to accommodate change
	5. Learning new skills and techniques
	6. Taking responsibility for own learning *(ie. within scope of own work role)*
	7. Contributing to the learning of others *(eg. by sharing information)*
	8. Applying a range of learning approaches *(ie. as provided)*
	[9. Developing own learning pathways]*
	10. *Participating in* developing own learning plans *(eg. as part of performance management)*
Technology	1. Using technology and related workplace equipment *(ie. if within scope of own role)*
	2. Using basic technology skills to organise data
	3. Adapting to new technology skill requirements *(ie. within scope of own role)*
	4. Applying OHS knowledge when using technology
	[5. Applying technology as a management tool]*

CHC30208   Certificate III in Aged Care

CHC30308   Certificate III in Home and Community Care

CHC30408   Certificate III in Disability

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Communication	1. Listening to and understanding *work instructions, directions and feedback* 2. Speaking clearly/directly *to relay information* 3. Reading and interpreting workplace related documentation, *such as prescribed programs* 4. Writing to address audience needs, *such as forms, case notes and reports* 5. Interpreting the needs of internal/ external clients *from clear information and feedback* 6. Applying *basic* numeracy skills to workplace requirements *involving measuring and counting* [7. Establishing and using networks]* 8. Sharing information *(eg. with other staff, working as part of an allied health team)* 9. Negotiating responsively *(eg. re own work role and/or conditions, possibly with clients)* [10. Persuading effectively]* 11. Being appropriately assertive *(eg. in relation to safe or ethical work practices and own work role)* 12. Empathising *(eg. in relation to others)*
Teamwork	1. Working as an individual and a team member 2. Working with diverse individuals and groups 3. Applying knowledge of own role as part of a team 4. Applying teamwork skills to a *limited* range of situations 5. Identifying and utilising the strengths of other team members 6. Giving feedback[, coaching and mentoring]*
Problem solving	1. Developing practical [and creative]*solutions to workplace problems *(ie. within scope of own role)* 2. Showing independence and initiative in identifying problems *(ie. within scope of own role)* 3. Solving problems individually or in teams *(ie. within scope of own role)* [4. Applying a range of strategies in problem solving]* 5. Using numeracy skills to solve problems *(eg. time*

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	management, simple calculations, shift handover) 6. Testing assumptions and taking context into account *(ie. with an awareness of assumptions made and work context)* 7. Listening to and resolving concerns in relation to workplace issues 8. Resolving client concerns relative to workplace responsibilities *(ie. if role has direct client contact)*
Initiative and enterprise	1. Adapting to new situations *(ie. within scope of own role)* 2. Being creative in response to workplace challenges *(ie. within relevant guidelines and protocols)* 3. Identifying opportunities that might not be obvious to others *(ie. within a team or supervised work context)* [4. Generating a range of options in response to workplace matters]* 5. Translating ideas into action *(ie. within own work role)* 6. Developing innovative solutions *(ie. within a team or supervised work context and within established guidelines)* [7. Developing a strategic, creative, long-term vision]*
Planning and organising	1. Collecting, analysing and organising information *(ie. within scope of own role)* 2. Using basic [business]*systems for planning and organising *(ie. if applicable to own role)* 3. Being appropriately resourceful 4. Taking *limited* initiative and making decisions within workplace role *(ie. within authorised limits)* 5. Participating in continuous improvement and planning processes *(ie. within scope of own role)* 6. Working within [or establishing]*clear work goals and deliverables 7. Determining or applying required resources *(ie. within scope of own role)* 8. Allocating people and other resources to tasks and workplace requirements *(only for team leader or leading hand roles)*

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	9. Managing time and priorities *(ie. in relation to tasks required for own role)* 10. Adapting resource allocations to cope with contingencies *(ie. if relevant to own role)*
Self management	1. Being self-motivated *(ie. in relation to requirements of own work role)* 2. Articulating own ideas [and vision]**(ie. within a team or supervised work context)* 3. Balancing own ideas and values [and vision]*with workplace values and requirements 4. Monitoring and evaluating own performance *(ie. within a team or supervised work context)* 5. Taking responsibility at the appropriate level
Learning	1. Being open to learning new ideas and techniques*)* 2. Learning in a range of settings including informal learning 3. Participating in ongoing learning 4. Learning in order to accommodate change 5. Learning new skills and techniques 6. Taking responsibility for own learning *(ie. within scope of own work role)* 7. Contributing to the learning of others *(eg. by sharing information)* 8. Applying a range of learning approaches *(ie. as provided)* [9. Developing own learning pathways]* 10. *Participating in* developing own learning plans *(eg. as part of performance management)*
Technology	1. Using technology and related workplace equipment *(ie. if within scope of own role)* 2. Using basic technology skills to organise data 3. Adapting to new technology skill requirements *(ie. within scope of own role)* 4. Applying OHS knowledge when using technology [5. Applying technology as a management tool]*

CHC30708   Certificate III in Children's Services

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Communication	1. Listening to and understanding *work instructions, directions and feedback, including communicating with children* 2. Speaking clearly/directly *to relay information, including to children* 3. Reading and interpreting workplace related documentation, *such as safety requirements and work instructions* 4. Writing to address audience needs, *such as work notes and reports* 5. Interpreting the needs of internal/ external clients *, including children* 6. Applying numeracy skills to workplace requirements *involving measuring and counting* [7. Establishing and using networks]* 8. Sharing information *(eg. with other staff and clients, including children)* 9. Negotiating responsively *(eg. re own work role and/or conditions, and with clients, including children)* [10. Persuading effectively]* 11. Being appropriately assertive *(eg. in relation to safe or ethical work practices and own work role, including with children)* 12. Empathising *(eg. in relation to others, including with children)*
Teamwork	1. Working as an individual and a team member 2. Working with diverse individuals and groups 3. Applying knowledge of own role as part of a team 4. Applying teamwork skills to a *limited* range of situations 5. Identifying and utilising the strengths of other team members 6. Giving feedback[, coaching and mentoring]*
Problem solving	1. Developing practical [and creative]*solutions to

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	workplace problems *(ie. within scope of own role)*
	2. Showing independence and initiative in identifying problems *(ie. within scope of own role)*
	3. Solving problems individually or in teams *(ie. within scope of own role)*
	[4. Applying a range of strategies in problem solving]*
	5. Using numeracy skills to solve problems *(eg. time management, simple calculations, shift handover)*
	6. Testing assumptions and taking context into account *(ie. with an awareness of assumptions made and work context)*
	7. Listening to and resolving concerns in relation to workplace issues
	8. Resolving client concerns relative to workplace responsibilities *(ie. if role has direct client contact)*
Initiative and enterprise	1. Adapting to new situations *(ie. within scope of own role)*
	2. Being creative in response to workplace challenges *(ie. within relevant guidelines and protocols)*
	3. Identifying opportunities that might not be obvious to others *(ie. within a team or supervised work context)*
	[4. Generating a range of options in response to workplace matters]*
	5. Translating ideas into action *(ie. within own work role)*
	6. Developing innovative solutions *(ie. within a team or supervised work context and within established guidelines)*
	[7. Developing a strategic, creative, long-term vision]*
Planning and organising	1. Collecting, analysing and organising information *(ie. within scope of own role)*
	2. Using basic [business]*systems for planning and organising *(ie. if applicable to own role)*
	3. Being appropriately resourceful
	4. Taking *limited* initiative and making decisions within workplace role *(ie. within authorised limits)*
	5. Participating in continuous improvement and planning processes *(ie. within scope of own role)*

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	6. Working within [or establishing]*clear work goals and deliverables
	7. Determining or applying required resources *(ie. within scope of own role)*
	8. Allocating people and other resources to tasks and workplace requirements *(only for team leader or leading hand roles)*
	9. Managing time and priorities *(ie. in relation to tasks required for own role)*
	10. Adapting resource allocations to cope with contingencies *(ie. if relevant to own role)*
Self management	1. Being self-motivated *(ie. in relation to requirements of own work role)*
	2. Articulating own ideas [and vision]**(ie. within a team or supervised work context)*
	3. Balancing own ideas and values [and vision]*with workplace values and requirements
	4. Monitoring and evaluating own performance *(ie. within a team or supervised work context)*
	5. Taking responsibility at the appropriate level
Learning	1. Being open to learning new ideas and techniques*)*
	2. Learning in a range of settings including informal learning
	3. Participating in ongoing learning
	4. Learning in order to accommodate change
	5. Learning new skills and techniques
	6. Taking responsibility for own learning *(ie. within scope of own work role)*
	7. Contributing to the learning of others *(eg. by sharing information)*
	8. Applying a range of learning approaches *(ie. as provided)*
	[9. Developing own learning pathways]*
	10. *Participating in* developing own learning plans *(eg. as part of performance management)*

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EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Technology	1. Using technology and related workplace equipment *(ie. if within scope of own role)* 2. Using basic technology skills to organise data 3. Adapting to new technology skill requirements *(ie. within scope of own role)* 4. Applying OHS knowledge when using technology [5. Applying technology as a management tool]*

CHC30908   Certificate III in Employment Services

CHC30508   Certificate III in Social Housing

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Communication	1. Listening to and understanding *work instructions, directions and feedback* 2. Speaking clearly/directly *to relay information* 3. Reading and interpreting workplace related documentation, *such as prescribed programs* 4. Writing to address audience needs, *such as case notes and reports* 5. Interpreting the needs of internal/ external clients *from clear information and feedback* 6. Applying *basic* numeracy skills to workplace requirements *involving measuring and counting* 7. Establishing and using networks 8. Sharing information *(eg. with other staff, working as part of an allied health team)* 9. Negotiating responsively *(eg. re own work role and/or conditions, possibly with clients)* 10. Persuading effectively 11. Being appropriately assertive *(eg. in relation to safe or ethical work practices and own work role)* 12. Empathising *(eg. in relation to others)*

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EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Teamwork	1. Working as an individual and a team member 2. Working with diverse individuals and groups 3. Applying knowledge of own role as part of a team 4. Applying teamwork skills to a *limited* range of situations 5. Identifying and utilising the strengths of other team members 6. Giving feedback[, coaching and mentoring]*
Problem solving	1. Developing practical [and creative]*solutions to workplace problems *(ie. within scope of own role)* 2. Showing independence and initiative in identifying problems *(ie. within scope of own role)* 3. Solving problems individually or in teams *(ie. within scope of own role)* [4. Applying a range of strategies in problem solving]* 5. Using numeracy skills to solve problems *(eg. time management, simple calculations, shift handover)* 6. Testing assumptions and taking context into account *(ie. with an awareness of assumptions made and work context)* 7. Listening to and resolving concerns in relation to workplace issues 8. Resolving client concerns relative to workplace responsibilities *(ie. if role has direct client contact)*
Initiative and enterprise	1. Adapting to new situations *(ie. within scope of own role)* 2. Being creative in response to workplace challenges *(ie. within relevant guidelines and protocols)* 3. Identifying opportunities that might not be obvious to others *(ie. within a team or supervised work context)* [4. Generating a range of options in response to workplace matters]* 5. Translating ideas into action *(ie. within own work role)* 6. Developing innovative solutions *(ie. within a team or supervised work context and within established guidelines)* [7. Developing a strategic, creative, long-term vision]*

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Planning and organising	1. Collecting, analysing and organising information *(ie. within scope of own role)* 2. Using basic [business]*systems for planning and organising *(ie. if applicable to own role)* 3. Being appropriately resourceful 4. Taking *limited* initiative and making decisions within workplace role *(ie. within authorised limits)* 5. Participating in continuous improvement and planning processes *(ie. within scope of own role)* 6. Working within [or establishing]*clear work goals and deliverables 7. Determining or applying required resources *(ie. within scope of own role)* 8. Allocating people and other resources to tasks and workplace requirements *(only for team leader or leading hand roles)* 9. Managing time and priorities *(ie. in relation to tasks required for own role)* 10. Adapting resource allocations to cope with contingencies *(ie. if relevant to own role)*
Self management	1. Being self-motivated *(ie. in relation to requirements of own work role)* 2. Articulating own ideas [and vision]*(ie. within a team or supervised work context)* 3. Balancing own ideas and values [and vision]*with workplace values and requirements 4. Monitoring and evaluating own performance *(ie. within a team or supervised work context)* 5. Taking responsibility at the appropriate level
Learning	1. Being open to learning new ideas and techniques*)* 2. Learning in a range of settings including informal learning 3. Participating in ongoing learning 4. Learning in order to accommodate change

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	5. Learning new skills and techniques
	6. Taking responsibility for own learning *(ie. within scope of own work role)*
	7. Contributing to the learning of others *(eg. by sharing information)*
	8. Applying a range of learning approaches *(ie. as provided)*
	[9. Developing own learning pathways]*
	10. *Participating in* developing own learning plans *(eg. as part of performance management)*
Technology	1. Using technology and related workplace equipment *(ie. if within scope of own role)*
	2. Using basic technology skills to organise data
	3. Adapting to new technology skill requirements *(ie. within scope of own role)*
	4. Applying OHS knowledge when using technology
	[5. Applying technology as a management tool]*

CHC30808   Certificate III in Education Support

CHC31008   Certificate III in Telephone Counselling Skills

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterpr*ise requirements for this* qualification include the following facets:
Communication	1. Listening to and understanding *work instructions, directions and feedback*
	2. Speaking clearly/directly *to relay information*
	3. Reading and interpreting workplace related documentation, *such as safety requirements and work instructions*
	4. Writing to address *identified* [audience]*needs, *such as work notes and reports*
	5. Interpreting the needs of internal/ external clients *from clear information*
	6. Applying *basic* numeracy skills to workplace requirements *involving measuring and counting*
	7. Establishing and using networks (in line with own work role)

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterpr*ise requirements for this* **qualification include the following facets:**
	8. Sharing information (*eg. with other staff*) 9. Negotiating responsively (*eg. re own work role and/or conditions, possibly with clients*) 10. Persuading effectively (*in line with own work role*) 11. Being appropriately assertive (*eg. in relation to safe or ethical work practices and own work role*) 12. Empathising (*eg. in relation to others*)
Teamwork	1. Working as an individual and a team member 2. Working with diverse individuals and groups 3. Applying knowledge of own role as part of a team 4. Applying teamwork skills to a *limited* range of situations 5. Identifying and utilising the strengths of other team members 6. Giving feedback, coaching and mentoring
Problem solving	1. Developing practical [and creative]*solutions to workplace problems (*ie. within scope of own role*) 2. Showing independence and initiative in identifying problems (*ie. within scope of own role*) 3. Solving problems individually or in teams (*ie. within scope of own role*) 4. Applying a range of strategies in problem solving 5. Using numeracy skills to solve problems (*eg. time management, simple calculations, shift handover*) [6. Testing assumptions and taking context into account]* 7. Listening to and resolving concerns in relation to workplace issues 8. Resolving client concerns relative to workplace responsibilities (*ie. if role has direct client contact*)
Initiative and enterprise	1. Adapting to new situations (*ie. within scope of own role*) 2. Being creative in response to workplace challenges (*ie. within relevant guidelines and protocols*) 3. Identifying opportunities that might not be obvious to others (*ie. within a team or supervised work context*) 4. Generating a range of options in response to workplace

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterpr*ise requirements for this* qualification include the following facets:
	matters
	5. Translating ideas into action *(ie. within own work role)*
	6. Developing innovative solutions *(ie. within a team or supervised work context and within established guidelines)*
	[7. Developing a strategic, creative, long-term vision]*
Planning and organising	1. Collecting, analysing and organising information *(ie. within scope of own role)*
	2. Using basic [business]*systems for planning and organising *(ie. if applicable to own role)*
	3. Being appropriately resourceful
	4. Taking *limited* initiative and making decisions within workplace role *(ie. within authorised limits)*
	5. Participating in continuous improvement and planning processes *(ie. within scope of own role)*
	6. Working within [or establishing]*clear work goals and deliverables
	7. Determining or applying required resources *(ie. within scope of own role)*
	8. Allocating people and other resources to tasks and workplace requirements *(only for team leader or leading hand roles)*
	9. Managing time and priorities *(ie. in relation to tasks required for own role)*
	10. Adapting resource allocations to cope with contingencies *(ie. if relevant to own role)*
Self management	1. Being self-motivated *(ie. in relation to requirements of own work role)*
	2. Articulating own ideas [and vision]**(ie. within a team or supervised work context)*
	3. Balancing own ideas and values [and vision]*with workplace values and requirements
	4. Monitoring and evaluating own performance *(ie. within a team or supervised work context)*
	5. Taking responsibility at the appropriate level

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EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterpr*ise requirements for this* **qualification include the following facets:**
Learning	1. Being open to learning new ideas and techniques*)* 2. Learning in a range of settings including informal learning 3. Participating in ongoing learning 4. Learning in order to accommodate change 5. Learning new skills and techniques 6. Taking responsibility for own learning *(ie. within scope of own work role)* 7. Contributing to the learning of others *(eg. by sharing information)* 8. Applying a range of learning approaches *(ie. as provided)* [9. Developing own learning pathways]* 10. *Participating in* developing own learning plans *(eg. as part of performance management)*
Technology	1. Using technology and related workplace equipment *(ie. if within scope of own role)* 2. Using basic technology skills to organise data 3. Adapting to new technology skill requirements *(ie. within scope of own role)* 4. Applying OHS knowledge when using technology [5. Applying technology as a management tool]*

Employability Skills Qualification Summaries at Certificate IV level

CHC40708   **Certificate IV in Community Services Work**

CHC40108   **Certificate IV in Aged Care**

CHC40208   **Certificate IV in Home and Community Care**

CHC40308   **Certificate IV in Disability**

CHC42708   **Certificate IV in Volunteer Program Coordination**

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Communication	1. Listening to and understanding *work instructions, directions and feedback*

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	2. Speaking clearly/directly *to relay information*
	3. Reading and interpreting workplace related documentation, *such as safety requirements and work instructions*
	4. Writing to address audience needs, *such as work notes and reports*
	5. Interpreting the needs of internal/ external clients *from clear information*
	6. Applying numeracy skills to workplace requirements *involving measuring and counting*
	7. Establishing and using networks
	8. Sharing information (*eg. with other staff and clients)*
	9. Negotiating responsively (*eg. re own work role and/or conditions, possibly with clients*)
	10. Persuading effectively (*ie. within scope of own work role)*
	11. Being appropriately assertive (*eg. in relation to safe or ethical work practices and own work role*)
	12. Empathising (*eg. in relation to others*)
Teamwork	1. Working as an individual and a team member
	2. Working with diverse individuals and groups
	3. Applying knowledge of own role as part of a team
	4. Applying teamwork skills to a range of situations
	5. Identifying and utilising the strengths of other team members (*and providing encouragements and support to colleagues)*
	6. Giving feedback, coaching and mentoring
Problem solving	1. Developing practical and creative solutions to workplace problems (*ie. within scope of own role)*
	2. Showing independence and initiative in identifying problems (*ie. within scope of own role)*
	3. Solving problems individually or in teams (*ie. within scope of own role)*
	4. Applying a range of strategies in problem solving
	5. Using numeracy skills to solve problems (*eg. time management, simple calculations, shift handover)*
	6. Testing assumptions and taking context into account (*ie.*

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	with an awareness of assumptions made and work context)
	7. Listening to and resolving concerns in relation to workplace issues
	8. Resolving client concerns relative to workplace responsibilities *(ie. if role has direct client contact)*
Initiative and enterprise	1. Adapting to new situations *(ie. within scope of own role)*
	2. Being creative in response to workplace challenges *(ie. within relevant guidelines and protocols)*
	3. Identifying opportunities that might not be obvious to others *(ie. within a team or supervised work context, including identification of skill gaps)*
	4. Generating a range of options in response to workplace matters
	5. Translating ideas into action *(ie. within own work role)*
	6. Developing innovative solutions *(ie. within a team or supervised work context and within established guidelines)*
	[7. Developing a strategic, creative, long-term vision]*
Planning and organising	1. Collecting, analysing and organising information *(ie. within scope of own role)*
	2. Using **organisation** [basic business]*systems for planning and organising *(ie. if applicable to own role)*
	3. Being appropriately resourceful *(ie. within scope of own role)*
	4. Taking initiative and making decisions within workplace role *(ie. within authorised limits)*
	5. Participating in continuous improvement and planning processes *(ie. within scope of own role)*
	6. Working within [or establishing]*clear work goals and deliverables
	7. Determining or applying required resources *(ie. within scope of own role)*
	8. Allocating people and other resources to tasks and workplace requirements *(ie. within scope of own role)*
	9. Managing time and priorities *(ie. in relation to tasks*

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	required for own role) 10. Adapting resource allocations to cope with contingencies *(ie. if relevant to own role)*
Self management	1. Being self-motivated *(ie. in relation to requirements of own work role)* 2. Articulating own ideas [and vision]*(ie. within a team or supervised work context)* 3. Balancing own ideas and values [and vision]*with workplace values and requirements 4. Monitoring and evaluating own performance *(ie. within a team or supervised work context)* 5. Taking responsibility at the appropriate level
Learning	1. Being open to learning new ideas and techniques 2. Learning in a range of settings including informal learning 3. Participating in ongoing learning 4. Learning in order to accommodate change 5. Learning new skills and techniques 6. Taking responsibility for own learning *(ie. within scope of own work role)* 7. Contributing to the learning of others *(eg. by sharing information)* 8. Applying a range of learning approaches *(ie. as provided)* [9. Developing own learning pathways]* 10. *Participating in* developing own learning plans *(eg. as part of professional development)*
Technology	1. Using technology and related workplace equipment *(ie. if within scope of own role)* 2. Using basic technology skills to organise data 3. Adapting to new technology skill requirements *(ie. within scope of own role)* 4. Applying OHS knowledge when using technology 5. Applying technology as a management tool

CHC41208   Certificate IV in Children's Services (Outside school hours care)

CHC41708   Certificate IV in Education Support

CHC41408   Certificate IV in Child, Youth and Family Intervention (Residential and out of home care)

CHC41508   Certificate IV in Child, Youth and Family Intervention (Child protection)

CHC41608   Certificate IV in Child, Youth and Family Intervention (Family support)

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Communication	1. Listening to and understanding *work instructions, directions and feedback, including communicating with children* 2. Speaking clearly/directly *to relay information, including to children* 3. Reading and interpreting workplace related documentation, *such as safety requirements and work instructions* 4. Writing to address audience needs, *such as work notes and reports* 5. Interpreting the needs of internal/ external clients *, including children* 6. Applying numeracy skills to workplace requirements *involving measuring and counting* 7. Establishing and using networks 8. Sharing information (*eg. with other staff and clients, including children*) 9. Negotiating responsively (*eg. re own work role and/or conditions, and with clients, including children*) 10. Persuading effectively (*ie. within scope of own work role, including with children*) 11. Being appropriately assertive (*eg. in relation to safe or ethical work practices and own work role, including with children*) 12. Empathising (*eg. in relation to others, including with children*)

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Teamwork	1. Working as an individual and a team member 2. Working with diverse individuals and groups 3. Applying knowledge of own role as part of a team 4. Applying teamwork skills to a range of situations 5. Identifying and utilising the strengths of other team members 6. Giving feedback, coaching and mentoring
Problem solving	1. Developing practical and creative solutions to workplace problems *(ie. within scope of own role)* 2. Showing independence and initiative in identifying problems *(ie. within scope of own role)* 3. Solving problems individually or in teams *(ie. within scope of own role)* 4. Applying a range of strategies in problem solving 5. Using numeracy skills to solve problems *(eg. time management, simple calculations, shift handover)* 6. Testing assumptions and taking context into account *(ie. with an awareness of assumptions made and work context)* 7. Listening to and resolving concerns in relation to workplace issues 8. Resolving client concerns relative to workplace responsibilities *(ie. if role has direct client contact)*
Initiative and enterprise	1. Adapting to new situations *(ie. within scope of own role)* 2. Being creative in response to workplace challenges *(ie. within relevant guidelines and protocols)* 3. Identifying opportunities that might not be obvious to others *(ie. within a team or supervised work context)* 4. Generating a range of options in response to workplace matters 5. Translating ideas into action *(ie. within own work role)* 6. Developing innovative solutions *(ie. within a team or supervised work context and within established guidelines)* [7. Developing a strategic, creative, long-term vision]*

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Planning and organising	1. Collecting, analysing and organising information *(ie. within scope of own role)* 2. Using *organisation* [basic business]*systems for planning and organising *(ie. if applicable to own role)* 3. Being appropriately resourceful *(ie. within scope of own role)* 4. Taking initiative and making decisions within workplace role *(ie. within authorised limits)* 5. Participating in continuous improvement and planning processes *(ie. within scope of own role)* 6. Working within [or establishing]*clear work goals and deliverables 7. Determining or applying required resources *(ie. within scope of own role)* 8. Allocating people and other resources to tasks and workplace requirements *(ie. within scope of own role)* 9. Managing time and priorities *(ie. in relation to tasks required for own role)* 10. Adapting resource allocations to cope with contingencies *(ie. if relevant to own role)*
Self management	1. Being self-motivated *(ie. in relation to requirements of own work role)* 2. Articulating own ideas [and vision]*(ie. within a team or supervised work context)* 3. Balancing own ideas and values [and vision]*with workplace values and requirements 4. Monitoring and evaluating own performance *(ie. within a team or supervised work context)* 5. Taking responsibility at the appropriate level
Learning	1. Being open to learning new ideas and techniques 2. Learning in a range of settings including informal learning 3. Participating in ongoing learning 4. Learning in order to accommodate change

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	5. Learning new skills and techniques 6. Taking responsibility for own learning *(ie. within scope of own work role)* 7. Contributing to the learning of others *(eg. by sharing information)* 8. Applying a range of learning approaches *(ie. as provided)* [9. Developing own learning pathways]* 10. *Participating in* developing own learning plans *(eg. as part of performance management)*
Technology	1. Using technology and related workplace equipment *(ie. if within scope of own role)* 2. Using basic technology skills to organise data 3. Adapting to new technology skill requirements *(ie. within scope of own role)* 4. Applying OHS knowledge when using technology 5. Applying technology as a management tool

CHC40808   **Certificate IV in Community Development**

CHC42008   **Certificate IV in Employment Services**

CHC42108   **Certificate IV in Career Development**

CHC40908   **Certificate IV in Social Housing**

CHC40408   **Certificate IV in Alcohol and Other Drugs**

CHC41108   **Certificate IV in Pastoral Care**

CHC42208   **Certificate IV in Telephone Counselling Skills**

CHC40508   **Certificate IV in Mental Health**

CHC41008   **Certificate IV in Community Services Advocacy**

CHC42308   **Certificate IV in Mediation**

CHC42508   **Certificate IV in Community Services (Information, advice and referral)**

CHC42608   **Certificate IV in Celebrancy**

CHC40608   Certificate IV in Leisure and Health

CHC42810   Certificate IV in Community Services (Development and/or Humanitarian Assistance)

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Communication	1. Listening to and understanding *work instructions, directions and feedback* 2. Speaking clearly/directly *to relay and present information, including some public presentations* 3. Reading and interpreting workplace related documentation, *such as safety requirements and work instructions* 4. Writing to address audience needs, *such as work notes, reports and presentations* 5. Interpreting the needs of internal/ external clients *from clear information* 6. Applying numeracy skills to workplace requirements *involving measuring and counting* 7. Establishing and using networks 8. Sharing information *(eg. with other staff and clients)* 9. Negotiating responsively *(eg. re own work role and/or conditions, possibly with clients)* 10. Persuading effectively *(ie. within scope of own work role)* 11. Being appropriately assertive *(eg. in relation to safe or ethical work practices and own work role)* 12. Empathising *(eg. in relation to others)*
Teamwork	1. Working as an individual and a team member 2. Working with diverse individuals and groups 3. Applying knowledge of own role as part of a team 4. Applying teamwork skills to a range of situations 5. Identifying and utilising the strengths of other team members 6. Giving feedback, coaching and mentoring
Problem solving	1. Developing practical and creative solutions to workplace problems *(ie. within scope of own role)* 2. Showing independence and initiative in identifying

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	problems *(ie. within scope of own role)*
	3. Solving problems individually or in teams *(ie. within scope of own role)*
	4. Applying a range of strategies in problem solving
	5. Using numeracy skills to solve problems *(eg. time management, simple calculations, shift handover)*
	6. Testing assumptions and taking context into account *(ie. with an awareness of assumptions made and work context)*
	7. Listening to and resolving concerns in relation to workplace issues
	8. Resolving client concerns relative to workplace responsibilities *(ie. if role has direct client contact)*
Initiative and enterprise	1. Adapting to new situations *(ie. within scope of own role)*
	2. Being creative in response to workplace challenges *(ie. within relevant guidelines and protocols)*
	3. Identifying opportunities that might not be obvious to others *(ie. within a team or supervised work context)*
	4. Generating a range of options in response to workplace matters
	5. Translating ideas into action *(ie. within own work role)*
	6. Developing innovative solutions *(ie. within a team or supervised work context and within established guidelines)*
Planning and organising	1. Collecting, analysing and organising information *(ie. within scope of own role)*
	2. Using *organisation* [basic business]*systems for planning and organising *(ie. if applicable to own role)*
	3. Being appropriately resourceful *(ie. within scope of own role)*
	4. Taking initiative and making decisions within workplace role *(ie. within authorised limits)*
	5. Participating in continuous improvement and planning processes *(ie. within scope of own role)*
	6. Working within [or establishing]*clear work goals and deliverables

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	7. Determining or applying required resources *(ie. within scope of own role)* 8. Allocating people and other resources to tasks and workplace requirements *(ie. within scope of own role)* 9. Managing time and priorities *(ie. in relation to tasks required for own role)* 10. Adapting resource allocations to cope with contingencies *(ie. if relevant to own role)*
Self management	1. Being self-motivated *(ie. in relation to requirements of own work role)* 2. Articulating own ideas [and vision]*(ie. within a team or supervised work context)* 3. Balancing own ideas and values [and vision]*with workplace values and requirements 4. Monitoring and evaluating own performance *(ie. within a team or supervised work context)* 5. Taking responsibility at the appropriate level
Learning	1. Being open to learning new ideas and techniques 2. Learning in a range of settings including informal learning 3. Participating in ongoing learning 4. Learning in order to accommodate change 5. Learning new skills and techniques 6. Taking responsibility for own learning *(ie. within scope of own work role)* 7. Contributing to the learning of others *(eg. by sharing information)* 8. Applying a range of learning approaches *(ie. as provided)* [9. Developing own learning pathways]* 10. *Participating in* developing own learning plans *(eg. as part of performance management)*
Technology	1. Using technology and related workplace equipment *(ie. if within scope of own role)* 2. Using basic technology skills to organise data

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	3. Adapting to new technology skill requirements *(ie. within scope of own role)*
	4. Applying OHS knowledge when using technology
	5. Applying technology as a management tool

CHC41808   Certificate IV in Youth Work

CHC41908   Certificate IV in Youth Justice

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Communication	1. Listening to and understanding *work instructions, directions and feedback, including communicating with young people*
	2. Speaking clearly/directly *to relay information, including to young people*
	3. Reading and interpreting workplace related documentation, *such as safety requirements and work instructions*
	4. Writing to address audience needs, *such as work notes and reports*
	5. Interpreting the needs of internal/ external clients *, including young people*
	6. Applying numeracy skills to workplace requirements *involving measuring and counting*
	7. Establishing and using networks
	8. Sharing information *(eg. with other staff and clients, including young people)*
	9. Negotiating responsively *(eg. re own work role and/or conditions, and with clients, including young people*)
	10. Persuading effectively *(ie. within scope of own work role, including with young people)*
	11. Being appropriately assertive (*eg. in relation to safe or ethical work practices and own work role, including with young people*)
	12. Empathising (*eg. in relation to others, including with young people*)

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Teamwork	1. Working as an individual and a team member 2. Working with diverse individuals and groups 3. Applying knowledge of own role as part of a team 4. Applying teamwork skills to a range of situations 5. Identifying and utilising the strengths of other team members 6. Giving feedback, coaching and mentoring
Problem solving	1. Developing practical and creative solutions to workplace problems *(ie. within scope of own role)* 2. Showing independence and initiative in identifying problems *(ie. within scope of own role)* 3. Solving problems individually or in teams *(ie. within scope of own role)* 4. Applying a range of strategies in problem solving 5. Using numeracy skills to solve problems *(eg. time management, shift handover)* 6. Testing assumptions and taking context into account *(ie. with an awareness of assumptions made and work context)* 7. Listening to and resolving concerns in relation to workplace issues 8. Resolving client concerns relative to workplace responsibilities *(ie. if role has direct client contact)*
Initiative and enterprise	1. Adapting to new situations *(ie. within scope of own role)* 2. Being creative in response to workplace challenges *(ie. within relevant guidelines and protocols)* 3. Identifying opportunities that might not be obvious to others *(ie. within a team or supervised work context)* 4. Generating a range of options in response to workplace matters 5. Translating ideas into action *(ie. within own work role)* 6. Developing innovative solutions *(ie. within a team or supervised work context and within established guidelines)* [7. Developing a strategic, creative, long-term vision]*

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Planning and organising	1. Collecting, analysing and organising information *(ie. within scope of own role)* 2. Using *organisation* [basic business]*systems for planning and organising *(ie. if applicable to own role)* 3. Being appropriately resourceful *(ie. within scope of own role)* 4. Taking initiative and making decisions within workplace role *(ie. within authorised limits)* 5. Participating in continuous improvement and planning processes *(ie. within scope of own role)* 6. Working within [or establishing]*clear work goals and deliverables 7. Determining or applying required resources *(ie. within scope of own role)* 8. Allocating people and other resources to tasks and workplace requirements *(ie. within scope of own role)* 9. Managing time and priorities *(ie. in relation to tasks required for own role)* 10. Adapting resource allocations to cope with contingencies *(ie. if relevant to own role)*
Self management	1. Being self-motivated *(ie. in relation to requirements of own work role)* 2. Articulating own ideas [and vision]*(ie. within a team or supervised work context)* 3. Balancing own ideas and values [and vision]*with workplace values and requirements 4. Monitoring and evaluating own performance *(ie. within a team or supervised work context)* 5. Taking responsibility at the appropriate level
Learning	1. Being open to learning new ideas and techniques 2. Learning in a range of settings including informal learning 3. Participating in ongoing learning 4. Learning in order to accommodate change

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	5. Learning new skills and techniques 6. Taking responsibility for own learning *(ie. within scope of own work role)* 7. Contributing to the learning of others *(eg. by sharing information)* 8. Applying a range of learning approaches *(ie. as provided)* [9. Developing own learning pathways]* 10. *Participating in* developing own learning plans *(eg. as part of performance management)*
Technology	1. Using technology and related workplace equipment *(ie. if within scope of own role)* 2. Using basic technology skills to organise data 3. Adapting to new technology skill requirements *(ie. within scope of own role)* 4. Applying OHS knowledge when using technology 5. Applying technology as a management tool

CHC41308   Certificate IV in Children's Contact Service Work

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Communication	1. Listening to and understanding *work instructions, directions and feedback* 2. Speaking clearly/directly *to relay information* 3. Reading and interpreting workplace related documentation, *such as prescribed programs* 4. Writing to address audience needs, *such as case notes and reports* 5. Interpreting the needs of internal/ external clients *from clear information and feedback* 6. Applying *basic* numeracy skills to workplace requirements *involving measuring and counting* 7. Establishing and using networks 8. Sharing information *(eg. with other staff, working as part*

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EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	of an allied health team)
	9. Negotiating responsively (*eg. re own work role and/or conditions, possibly with clients*)
	10. Persuading effectively
	11. Being appropriately assertive (*eg. in relation to safe or ethical work practices and own work role*)
	12. Empathising (*eg. in relation to others*)
Teamwork	1. Working as an individual and a team member
	2. Working with diverse individuals and groups
	3. Applying knowledge of own role as part of a team
	4. Applying teamwork skills to a *limited* range of situations
	5. Identifying and utilising the strengths of other team members
	6. Giving feedback[, coaching and mentoring]*.
Problem solving	1. Developing practical [and creative]*solutions to workplace problems *(ie. within scope of own role)*
	2. Showing independence and initiative in identifying problems *(ie. within scope of own role)*
	[3. Solving problems individually or in teams]*
	4. Applying a range of strategies in problem solving
	5. Using numeracy skills to solve problems (*eg. time management, shift handover)*
	[6. Testing assumptions and taking context into account]*
	7. Listening to and resolving concerns in relation to workplace issues
	8. Resolving client concerns relative to workplace responsibilities
Initiative and enterprise	1. Adapting to new situations *(ie. within scope of own role)*
	[2. Being creative in response to workplace challenges]**(ie. within relevant guidelines and protocols)*
	3. Identifying opportunities that might not be obvious to others *(ie. within a team or supervised work context)*
	[4. Generating a range of options in response to workplace

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EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	matters]*
	5. Translating ideas into action *(ie. within own work role)*
	6. Developing innovative solutions *(ie. within a team or supervised work context and within established guidelines)*
	[7. Developing a strategic, creative, long-term vision]*
Planning and organising	1. Collecting, analysing and organising information *(ie. within scope of own role)*
	2. Using basic [business]*systems for planning and organising *(ie. if applicable to own role)*
	3. Being appropriately resourceful
	4. Taking *limited* initiative and making decisions within workplace role *(ie. within authorised limits)*
	5. Participating in continuous improvement and planning processes *(ie. within scope of own role)*
	6. Working within [or establishing]*clear work goals and deliverables
	7. Determining or applying required resources *(ie. within scope of own role)*
	[8. Allocating people and other resources to tasks and workplace requirements]*
	9. Managing time and priorities *(ie. in relation to tasks required for own role)*
	10. Adapting resource allocations to cope with contingencies *(ie. if relevant to own role)*
Self management	1. Being self-motivated *(ie. in relation to requirements of own work role)*
	2. Articulating own ideas [and vision]**(ie. within a team or supervised work context)*
	3. Balancing own ideas and values [and vision]*with workplace values and requirements
	[4. Monitoring and evaluating own performance]*
	5. Taking responsibility at the appropriate level

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Learning	1. Being open to learning new ideas and techniques*)* 2. Learning in a range of settings including informal learning 3. Participating in ongoing learning 4. Learning in order to accommodate change 5. Learning new skills and techniques 6. Taking responsibility for own learning *(ie. within scope of own work role)* 7. Contributing to the learning of others 8. Applying a range of learning approaches *(ie. as provided)* [9. Developing own learning pathways]* 10. *Participate in* developing own learning plans *(eg. as part of performance management)*
Technology	1. Using technology and related workplace equipment *(ie. if within scope of own role)* 2. Using basic technology skills to organise data 3. Adapting to new technology skill requirements *(ie. within scope of own role)* 4. Applying OHS knowledge when using technology [5. Applying technology as a management tool]*

CHC42408   Certificate IV Relationship Education

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Communication	1. Listening to and understanding *clients and colleagues within group contexts and individually* 2. Speaking clearly/directly *to share information with clients and colleagues and to provide clear direction in group context* 3. Reading and interpreting workplace related documentation, *such as relevant legislation, policies and procedures* 4. Writing to address audience needs*, such as preparation of resources for program delivery and reporting on*

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	evaluation and outcomes of programs
	5. Interpreting the needs of internal/ external clients *where internal clients are colleagues and external clients are clients*
	6. Applying numeracy skills to workplace requirements *involving evaluation and reporting of program activity and outcomes*
	7. Establishing and using networks *especially in relation to supporting agency collaboration and meeting client needs through referral*
	8. Sharing information *with clients and colleagues and other agencies*
	9. Negotiating responsively *with clients, colleagues and supervisors and within groups with clients and co-facilitators*
	10. Persuading effectively *influencing and encouraging clients to effect change*
	11. Being appropriately assertive *with clients and between clients and group members, dealing effectively with conflict*
	12. Empathising with clients *including validating and normalising emotions and experiences where appropriate*
Teamwork	1. Working as an individual and a team member *including delivering programs as a sole facilitator and with co-facilitator/s*
	2. Working with diverse individuals and groups
	3. Applying knowledge of own role as part of a team *especially in relation to understanding of sector, agency and programs and own role in relation to these*
	4. Applying teamwork skills to a range of situations *including co-facilitation, leading and facilitating groups and interagency collaboration*
	5. Identifying and utilising the strengths of other team members *including co-facilitation and leading and facilitating groups*
	6. Giving feedback, coaching and mentoring *in relation to giving feedback to clients and colleagues and coaching and mentoring clients*

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EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Problem solving	1. Developing practical and creative solutions to workplace problems *eg through balancing individual and group needs within the group context* 2. Showing independence and initiative in identifying problems *eg through identifying and addressing specific needs of clients when developing and delivering programs* 3. Solving problems individually or in teams *ie. within scope of own role* 4. Applying a range of strategies in problem solving *through identifying and addressing specific needs of clients when developing and delivering programs and utilising resources to meet client needs* 5. Using numeracy skills to solve problems *eg. time management, resource management* 6. Testing assumptions and taking context into account *ie. with an awareness of assumptions made and work context* 7. Listening to and resolving concerns in relation to workplace issues *with clients and colleagues including effective conflict resolution* 8. Resolving client concerns relative to workplace responsibilities *when working with clients by either directly meeting their needs or appropriately referring*
Initiative and enterprise	1. Adapting to new situations *ie. within scope of own role* 2. Being creative in response to workplace challenges *within relevant legislative, organisational and professional guidelines and requirements* 3. Identifying opportunities that might not be obvious to others *within a team or supervised work context or as role of facilitator and/or group leader* [4]*. Generating a range of options in response to workplace matters *eg flexibility within program delivery and facilitation to balance needs of individuals and program requirements* 5. Translating ideas into action *through the development and delivery of programs and through assisting clients to develop skills and knowledge and effect changes in their interpersonal relationships*

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	6. Developing innovative solutions *through the development and delivery of programs and through assisting clients to develop skills and knowledge and effect changes in their interpersonal relationships* 7. Developing a strategic, creative, long-term vision *for clients*
Planning and organising	1. Collecting, analysing and organising information *in screening and assessing clients and in reporting on program activity and outcomes* 2. Using basic business systems for planning and organising *for information management, reporting and communication* 3. Being appropriately resourceful 4. Taking initiative and making decisions within workplace role *in addressing client needs within relevant legislative, organisational and professional guidelines and requirements* 5. Participating in continuous improvement and planning processes *through evaluation of programs and application of reflective practice* 6. Working within or establishing clear work goals and deliverables *for programs* 7. Determining or applying required resources *for development and delivery of programs* 8. Allocating people and other resources to tasks and workplace requirements *within program development and delivery and through effective group leadership* 9. Managing time and priorities *through meeting work and program responsibilities and facilitation of programs* 10. Adapting resource allocations to cope with contingencies *including flexibly meeting program outcomes and balancing individual and program requirements*
Self management	1. Being self-motivated *ie. in relation to requirements of own work role* 2. Articulating own ideas and vision *within context of self-awareness* 3. Balancing own ideas and values and vision with workplace

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	values and requirements *within context of self-awareness* 4. Monitoring and evaluating own performance *including participation in practice supervision and application of reflective practice* 5. Taking responsibility at the appropriate level *including working within bounds of professional practice*
Learning	1. Being open to learning new ideas and techniques *through participation in practice supervision and application of reflective practice* 2. Learning in a range of settings including informal learning 3. Participating in ongoing learning 4. Learning in order to accommodate change 5. Learning new skills and techniques 6. Taking responsibility for own learning *ie. within practice supervision process* 7. Contributing to the learning of others *eg. by sharing information with clients and colleagues and through skill and knowledge development for clients* 8. Applying a range of learning approaches *for self and others* 9. Developing own learning pathways *ie. within practice supervision process* 10. *Participate in* developing own learning plans *ie. within practice supervision process*
Technology	1. Using technology and related workplace equipment *for information management and reporting, resource development and delivery of programs* 2. Using basic technology skills to organise data *for information management and reporting* 3. Adapting to new technology skill requirements *ie. within scope of own role* 4. Applying OHS knowledge when using technology *ie. within scope of own role* 5. Applying technology as a management tool *for management of information and communication purposes*

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Employability Skills Qualification Summaries at Diploma level

CHC50608   **Diploma of Community Services Work**

CHC52208   **Diploma of Community Services Coordination**

CHC50108   **Diploma of Disability**

CHC50708   **Diploma of Community Development**

CHC51608   **Diploma of Employment Services**

CHC52310   **Diploma of Community Services (Development and/or Humanitarian Assistance)**

Employability Skills	**Facets Addressed** (*Industry/enterprise requirements for this qualification include the following facets.*)
Communication	1. Listening to and understanding *work instructions, directions and feedback, including complex information* 2. Speaking clearly/directly *to relay information, including complex information* 3. Reading and interpreting workplace related documentation, *such as safety requirements and work instructions, including complex information* 4. Writing to address audience needs, *such as work notes and reports, including complex information* 5. Interpreting the needs of internal/ external clients *from a range of information sources* 6. Applying numeracy skills to workplace requirements *involving measuring, counting, calculating, monitoring and evaluating* 7. Establishing and using networks 8. Sharing information (*eg. with other staff and with clients*) 9. Negotiating responsively (*eg. re own work role and/or conditions, and with clients*) 10. Persuading effectively (*eg. in line with own work role and including staff, clients and other stakeholders*) 11. Being appropriately assertive (*eg. in relation to safe or ethical work practices and own work role*) 12. Empathising

Employability Skills	Facets Addressed (*Industry/enterprise requirements for this qualification include the following facets.*)
Teamwork	1. Working as an individual and a team member 2. Working with diverse individuals and groups 3. Applying knowledge of own role as part of a team 4. Applying teamwork skills to a range of situations 5. Identifying and utilising the strengths of other team members 6. Giving feedback, coaching and mentoring
Problem solving	1. Developing practical and creative solutions to workplace problems *(ie. within scope of own role)* 2. Showing independence and initiative in identifying problems *(ie. within scope of own role)* 3. Solving problems individually or in teams *(ie. within scope of own role)* 4. Applying a range of strategies in problem solving 5. Using numeracy skills to solve problems *(eg. in relation to client assessment and management)* 6. Testing assumptions and taking context into account *(ie. with an awareness of assumptions made and work context)* 7. Listening to and resolving concerns in relation to workplace issues *(ie. within scope of own role)* 8. Resolving client concerns relative to workplace responsibilities *(ie. in relation to direct client contact)*
Initiative and enterprise	1. Adapting to new situations *(ie. within scope of own role)* 2. Being creative in response to workplace challenges *(ie. within relevant guidelines and protocols)* 3. Identifying opportunities that might not be obvious to others *(ie. within a team or supervised work context)* 4. Generating a range of options in response to workplace matters 5. Translating ideas into action *(ie. within own work role)* 6. Developing innovative solutions *(ie. within a team or supervised work context and within established guidelines)*
Planning and	1. Collecting, analysing and organising information *(ie. within scope of own role)*

Employability Skills	Facets Addressed (*Industry/enterprise requirements for this qualification include the following facets.*)
organising	2. Using **organisation** systems for planning and organising *(ie. if applicable to own role)* 3. Being appropriately resourceful 4. Taking initiative and making decisions within workplace role *(ie. within authorised limits)* 5. Participating in continuous improvement and planning processes *(ie. within scope of own role)* 6. Working within or establishing clear work goals and deliverables 7. Determining or applying required resources *(ie. within scope of own role)* 8. Allocating people and other resources to tasks and workplace requirements *(ie. within scope of own role)* 9. Managing time and priorities *(ie. in relation to tasks required for own role)* 10. Adapting resource allocations to cope with contingencies *(ie. as relevant to own role)*
Self management	1. Being self-motivated *(ie. in relation to requirements of own work role)* 2. Articulating own ideas and vision *(ie. within a team or supervised work context)* 3. Balancing own ideas and values with workplace values and requirements 4. Monitoring and evaluating own performance *(ie. within a team or supervised work context)* 5. Taking responsibility at the appropriate level
Learning	1. Being open to learning new ideas and techniques 2. Learning in a range of settings including informal learning 3. Participating in ongoing learning 4. Learning in order to accommodate change 5. Learning new skills and techniques 6. Taking responsibility for own learning *(ie. within scope of own work role)* 7. Contributing to the learning of others *(eg. by sharing information and as a coach/mentor)* 8. Applying a range of learning approaches *(ie. as provided)*

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Employability Skills	Facets Addressed (*Industry/enterprise requirements for this qualification include the following facets.*)
	10. *Participating in* developing own learning plans *(eg. as part of performance management)*
Technology	1. Using technology and related workplace equipment *(ie. if within scope of own role)* 2. Using basic technology skills to organise data *(ie. within scope of own role)* 3. Adapting to new technology skill requirements *(ie. within scope of own role)* 4. Applying OHS knowledge when using technology 5. Applying technology as a management tool

CHC50808   Diploma of Social Housing

Employability Skills	Facets Addressed (*Industry/enterprise requirements for this qualification include the following facets.*)
Communication	1. Listening to and understanding *work instructions, directions and feedback, including complex information* 2. Speaking clearly/directly *to relay information, including complex information* 3. Reading and interpreting workplace related documentation, *such as safety requirements and work instructions, including complex information* 4. Writing to address audience needs, *such as work notes and reports, including complex information* 5. Interpreting the needs of internal/ external clients *from a range of information sources* 6. Applying numeracy skills to workplace requirements *involving measuring, counting, calculating, monitoring and evaluating* 7. Establishing and using networks 8. Sharing information *(eg. with other staff and with clients)* 9. Negotiating responsively *(eg. re own work role and/or conditions, and with clients*) 10. Persuading effectively *(eg. in line with own work role and including staff, clients and other stakeholders*) 11. Being appropriately assertive *(eg. in relation to safe or*

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Employability Skills	Facets Addressed (*Industry/enterprise requirements for this qualification include the following facets.*)
	ethical work practices and own work role) 12. Empathising
Teamwork	1. Working as an individual and a team member 2. Working with diverse individuals and groups 3. Applying knowledge of own role as part of a team 4. Applying teamwork skills to a range of situations 5. Identifying and utilising the strengths of other team members *(where appropriate in a supervision/leadership capacity)* 6. Giving feedback, coaching and mentoring
Problem solving	1. Developing practical and creative solutions to workplace problems *(ie. within scope of own role)* 2. Showing independence and initiative in identifying problems *(ie. within scope of own role)* 3. Solving problems individually or in teams *(ie. within scope of own role)* 4. Applying a range of strategies in problem solving 5. Using numeracy skills to solve problems *(eg. in relation to client assessment and management)* 6. Testing assumptions and taking context into account *(ie. with an awareness of assumptions made and work context)* 7. Listening to and resolving concerns in relation to workplace issues *(ie. within scope of own role)* 8. Resolving client concerns relative to workplace responsibilities *(ie. in relation to direct client contact)*
Initiative and enterprise	1. Adapting to new situations *(ie. within scope of own role)* 2. Being creative in response to workplace challenges *(ie. within relevant guidelines and protocols)* 3. Identifying opportunities that might not be obvious to others *(ie. within a team or supervised work context)* 4. Generating a range of options in response to workplace matters 5. Translating ideas into action *(ie. within own work role)* 6. Developing innovative solutions *(ie. within a team or*

Employability Skills	Facets Addressed (*Industry/enterprise requirements for this qualification include the following facets.*)
	supervised work context and within established guidelines) 7. Developing a strategic, creative, long-term vision
Planning and organising	1. Collecting, analysing and organising information *(ie. within scope of own role)* 2. Using **organisation** [basic business]*systems for planning and organising *(ie. if applicable to own role)* 3. Being appropriately resourceful 4. Taking initiative and making decisions within workplace role *(ie. within authorised limits)* 5. Participating in continuous improvement and planning processes *(ie. within scope of own role)* 6. Working within or establishing clear work goals and deliverables 7. Determining or applying required resources *(ie. within scope of own role)* 8. Allocating people and other resources to tasks and workplace requirements *(ie. within scope of own role)* 9. Managing time and priorities *(ie. in relation to tasks required for own role)* 10. Adapting resource allocations to cope with contingencies *(ie. as relevant to own role)*
Self management	1. Being self-motivated *(ie. in relation to requirements of own work role)* 2. Articulating own ideas and vision *(ie. within a team or supervised work context)* 3. Balancing own ideas and values [and vision]*with workplace values and requirements 4. Monitoring and evaluating own performance *(ie. within a team or supervised work context)* 5. Taking responsibility at the appropriate level
Learning	1. Being open to learning new ideas and techniques 2. Learning in a range of settings including informal learning 3. Participating in ongoing learning 4. Learning in order to accommodate change

Employability Skills	Facets Addressed (*Industry/enterprise requirements for this qualification include the following facets.*)
	5. Learning new skills and techniques
	6. Taking responsibility for own learning *(ie. within scope of own work role)*
	7. Contributing to the learning of others *(eg. by sharing information and as a coach/mentor)*
	8. Applying a range of learning approaches *(ie. as provided)*
	[9. Developing own learning pathways]*
	10. *Participating in* developing own learning plans *(eg. as part of performance management)*
Technology	1. Using technology and related workplace equipment *(ie. if within scope of own role)*
	2. Using basic technology skills to organise data *(ie. within scope of own role)*
	3. Adapting to new technology skill requirements *(ie. within scope of own role)*
	4. Applying OHS knowledge when using technology
	5. Applying technology as a management tool

CHC50908   **Diploma of Children's Services (Early childhood education and care)**

CHC51008   **Diploma of Children's Services (Out of school hours care)**

CHC51308   **Diploma of Education Support**

CHC51208   **Diploma of Child, Youth and Family Intervention**

CHC51508   **Diploma of Youth Justice**

CHC50208   **Diploma of Community Services (Alcohol and other drugs)**

CHC50308   **Diploma of Community Services (Mental health)**

CHC50408   **Diploma of Community Services (Alcohol, other drugs and mental health)**

CHC50508   **Diploma of Leisure and Health**

CHC51708   **Diploma of Counselling**

CHC52008   **Diploma of Community Services (Case Management)**

CHC52108   **Diploma of Community Services (Financial Counselling)**

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Communication	1. Listening to and understanding *work instructions, directions and feedback, including communicating with children*
	2. Speaking clearly/directly *to relay information, including to children*
	3. Reading and interpreting workplace related documentation, *such as safety requirements and work instructions*
	4. Writing to address audience needs, *such as work notes and reports*
	5. Interpreting the needs of internal/ external clients *, including children*
	6. Applying numeracy skills to workplace requirements *involving measuring and counting*
	7. Establishing and using networks
	8. Sharing information *(eg. with other staff and clients, including children)*
	9. Negotiating responsively *(eg. re own work role and/or conditions, and with clients, including children)*
	10. Persuading effectively *(ie. within scope of own work role, including with children)*
	11. Being appropriately assertive *(eg. in relation to safe or ethical work practices and own work role, including with children)*
	12. Empathising *(eg. in relation to others, including with children)*
Teamwork	1. Working as an individual and a team member
	2. Working with diverse individuals and groups
	3. Applying knowledge of own role as part of a team
	4. Applying teamwork skills to a range of situations
	5. Identifying and utilising the strengths of other team members
	6. Giving feedback, coaching and mentoring
Problem solving	1. Developing practical and creative solutions to workplace problems *(ie. within scope of own role)*
	2. Showing independence and initiative in identifying

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EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	problems *(ie. within scope of own role)*
	3. Solving problems individually or in teams *(ie. within scope of own role)*
	4. Applying a range of strategies in problem solving
	5. Using numeracy skills to solve problems *(eg. in relation to client assessment and management)*
	6. Testing assumptions and taking context into account *(ie. with an awareness of assumptions made and work context)*
	7. Listening to and resolving concerns in relation to workplace issues *(ie. within scope of own role)*
	8. Resolving client concerns relative to workplace responsibilities *(ie. in relation to direct client contact)*
Initiative and enterprise	1. Adapting to new situations *(ie. within scope of own role)*
	2. Being creative in response to workplace challenges *(ie. within relevant guidelines and protocols)*
	3. Identifying opportunities that might not be obvious to others *(ie. within a team or supervised work context)*
	4. Generating a range of options in response to workplace matters
	5. Translating ideas into action *(ie. within own work role)*
	6. Developing innovative solutions *(ie. within a team or supervised work context and within established guidelines)*
	[7. Developing a strategic, creative, long-term vision]*
Planning and organising	1. Collecting, analysing and organising information *(ie. within scope of own role)*
	2. Using **organisation** [basic business]*systems for planning and organising *(ie. if applicable to own role)*
	3. Being appropriately resourceful
	4. Taking initiative and making decisions within workplace role *(ie. within authorised limits)*
	5. Participating in continuous improvement and planning processes *(ie. within scope of own role)*
	6. Working within or establishing clear work goals and deliverables

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	7. Determining or applying required resources *(ie. within scope of own role)* 8. Allocating people and other resources to tasks and workplace requirements *(ie. within scope of own role)* 9. Managing time and priorities *(ie. in relation to tasks required for own role)* 10. Adapting resource allocations to cope with contingencies *(ie. as relevant to own role)*
Self management	1. Being self-motivated *(ie. in relation to requirements of own work role)* 2. Articulating own ideas and vision *(ie. within a team or supervised work context)* 3. Balancing own ideas and values [and vision]*with workplace values and requirements 4. Monitoring and evaluating own performance *(ie. within a team or supervised work context)* 5. Taking responsibility at the appropriate level
Learning	1. Being open to learning new ideas and techniques 2. Learning in a range of settings including informal learning 3. Participating in ongoing learning 4. Learning in order to accommodate change 5. Learning new skills and techniques 6. Taking responsibility for own learning *(ie. within scope of own work role)* 7. Contributing to the learning of others *(eg. by sharing information and as a coach/mentor)* 8. Applying a range of learning approaches *(ie. as provided)* [9. Developing own learning pathways]* 10. *Participating in* developing own learning plans *(eg. as part of performance management)*
Technology	1. Using technology and related workplace equipment *(ie. if within scope of own role)* 2. Using basic technology skills to organise data *(ie. within*

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	scope of own role)
	3. Adapting to new technology skill requirements *(ie. within scope of own role)*
	4. Applying OHS knowledge when using technology
	5. Applying technology as a management tool

CHC51408   Diploma of Youth Work

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Communication	1. Listening to and understanding *work instructions, directions and feedback, including communicating with young people*
	2. Speaking clearly/directly *to relay information, including to young people*
	3. Reading and interpreting workplace related documentation, *such as safety requirements and work instructions*
	4. Writing to address audience needs, *such as work notes and reports*
	5. Interpreting the needs of internal/ external clients *, including young people*
	6. Applying numeracy skills to workplace requirements *involving measuring and counting*
	7. Establishing and using networks
	8. Sharing information *(eg. with other staff and clients, including young people)*
	9. Negotiating responsively (*eg. re own work role and/or conditions, and with clients, including young people*)
	10. Persuading effectively *(ie. within scope of own work role, including with young people)*
	11. Being appropriately assertive (*eg. in relation to safe or ethical work practices and own work role, including with young people*)
	12. Empathising (*eg. in relation to others, including with young people*)

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Teamwork	1. Working as an individual and a team member 2. Working with diverse individuals and groups 3. Applying knowledge of own role as part of a team 4. Applying teamwork skills to a range of situations 5. Identifying and utilising the strengths of other team members 6. Giving feedback, coaching and mentoring
Problem solving	1. Developing practical and creative solutions to workplace problems *(ie. within scope of own role)* 2. Showing independence and initiative in identifying problems *(ie. within scope of own role)* 3. Solving problems individually or in teams *(ie. within scope of own role)* 4. Applying a range of strategies in problem solving 5. Using numeracy skills to solve problems *(eg. in relation to client assessment and management)* 6. Testing assumptions and taking context into account *(ie. with an awareness of assumptions made and work context)* 7. Listening to and resolving concerns in relation to workplace issues *(ie. within scope of own role)* 8. Resolving client concerns relative to workplace responsibilities *(ie. in relation to direct client contact)*
Initiative and enterprise	1. Adapting to new situations *(ie. within scope of own role)* 2. Being creative in response to workplace challenges *(ie. within relevant guidelines and protocols)* 3. Identifying opportunities that might not be obvious to others *(ie. within a team or supervised work context)* 4. Generating a range of options in response to workplace matters 5. Translating ideas into action *(ie. within own work role)* 6. Developing innovative solutions *(ie. within a team or supervised work context and within established*

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EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	guidelines) [7. Developing a strategic, creative, long-term vision]*
Planning and organising	1. Collecting, analysing and organising information *(ie. within scope of own role)* 2. Using *organisation* [basic business]*systems for planning and organising *(ie. if applicable to own role)* 3. Being appropriately resourceful 4. Taking initiative and making decisions within workplace role *(ie. within authorised limits)* 5. Participating in continuous improvement and planning processes *(ie. within scope of own role)* 6. Working within or establishing clear work goals and deliverables 7. Determining or applying required resources *(ie. within scope of own role)* 8. Allocating people and other resources to tasks and workplace requirements *(ie. within scope of own role)* 9. Managing time and priorities *(ie. in relation to tasks required for own role)* 10. Adapting resource allocations to cope with contingencies *(ie. as relevant to own role)*
Self management	1. Being self-motivated *(ie. in relation to requirements of own work role)* 2. Articulating own ideas and vision *(ie. within a team or supervised work context)* 3. Balancing own ideas and values [and vision]*with workplace values and requirements 4. Monitoring and evaluating own performance *(ie. within a team or supervised work context)* 5. Taking responsibility at the appropriate level
Learning	1. Being open to learning new ideas and techniques 2. Learning in a range of settings including informal learning 3. Participating in ongoing learning

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	4. Learning in order to accommodate change 5. Learning new skills and techniques 6. Taking responsibility for own learning *(ie. within scope of own work role)* 7. Contributing to the learning of others *(eg. by sharing information and as a coach/mentor)* 8. Applying a range of learning approaches *(ie. as provided)* [9. Developing own learning pathways]* 10. *Participating in* developing own learning plans *(eg. as part of performance management)*
Technology	1. Using technology and related workplace equipment *(ie. if within scope of own role)* 2. Using basic technology skills to organise data *(ie. within scope of own role)* 3. Adapting to new technology skill requirements *(ie. within scope of own role)* 4. Applying OHS knowledge when using technology 5. Applying technology as a management tool

CHC51808   Diploma of Family Intake and Support Work

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Communication	1. Listening to and understanding *(e.g clients and colleagues information)* 2. Speaking clearly/directly *to relay and clarify client information* 3. Reading and interpreting workplace related documentation, *within scope of own job role* 4. Writing to address audience needs, *such as case notes and referrals* 5. Interpreting the needs of internal/ external clients *from assessment information and feedback* 6. Applying *basic* numeracy skills to workplace requirements

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	7. Establishing and using networks
	8. Sharing information *(eg. with other staff, working as part of a multidisciplinary team)*
	9. Negotiating responsively (*eg. re own work role and/or conditions, possibly with clients*)
	[10. Persuading effectively]*
	11. Being appropriately assertive (*eg. in response to difficult or hostile client behaviour*)
	12. Empathising (*eg. in relation to clients*)
Teamwork	1. Working as an individual and a team member
	2. Working with diverse individuals and groups
	3. Applying knowledge of own role as part of a team
	4. Applying teamwork skills to a range of situations
	5. Identifying and utilising the strengths of other team members
	6. Giving feedback, coaching and mentoring.
Problem solving	1. Developing practical [and creative]*solutions to workplace problems (*ie. within scope of own role*)
	2. Showing independence and initiative in identifying problems (*ie. within scope of own role*)
	3. Solving problems individually or in teams (*ie. within scope of own role*)
	4. Applying a range of strategies in problem solving
	5. Using numeracy skills to solve problems (*eg. time management, client intake cases*)
	6. Testing assumptions and taking context into account (*ie. with an awareness of assumptions made and work context*)
	7. Listening to and resolving concerns in relation to workplace issues
	8. Resolving client concerns relative to workplace responsibilities (*ie. if role has direct client contact*)
Initiative and	1. Adapting to new situations (*ie. within scope of own role*)

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
enterprise	2. Being creative in response to workplace challenges *(ie. within relevant guidelines and protocols)* 3. Identifying opportunities that might not be obvious to others *(ie. within a team or supervised work context)* 4. Generating a range of options in response to workplace matters 5. Translating ideas into action *(ie. within own work role)* 6. Developing innovative solutions *(ie. within a team and within established guidelines)* [7. Developing a strategic, creative, long-term vision]*
Planning and organising	1. Collecting, analysing and organising information *(ie. within scope of own role)* 2. Using basic [business]*systems for planning and organising *(ie. if applicable to own role)* 3. Being appropriately resourceful 4. Taking **limited** initiative and making decisions within workplace role *(ie. within authorised limits)* 5. Participating in continuous improvement and planning processes *(ie. within scope of own role)* 6. Working within or establishing clear work goals and deliverables 7. Determining or applying required resources *(ie. within scope of own role)* [8. Allocating people and other resources to tasks and workplace requirements]* 9. Managing time and priorities *(ie. in relation to tasks required for own role)* 10. Adapting resource allocations to cope with contingencies *(ie. if relevant to own role)*
Self management	1. Being self-motivated *(ie. in relation to requirements of own work role)* 2. Articulating own ideas and vision *(ie. within a team or supervised work context)* 3. Balancing own ideas and values and vision with workplace values and requirements 4. Monitoring and evaluating own performance *(ie. within a*

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	team or supervised work context) 5. Taking responsibility at the appropriate level
Learning	1. Being open to learning new ideas and techniques*)* 2. Learning in a range of settings including informal learning 3. Participating in ongoing learning 4. Learning in order to accommodate change 5. Learning new skills and techniques 6. Taking responsibility for own learning *(ie. within scope of own work role)* 7. Contributing to the learning of others *(eg. by sharing information)* 8. Applying a range of learning approaches *(ie. as provided)* 9. Developing own learning pathways 10. Developing own learning plans *(eg. as part of performance management)*
Technology	1. Using technology and related workplace equipment *(ie. if within scope of own role)* 2. Using basic technology skills to organise data 3. Adapting to new technology skill requirements *(ie. within scope of own role)* 4. Applying OHS knowledge when using technology [5. Applying technology as a management tool]*

CHC51108   Diploma of Children's Contact Service Work

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Communication	1. Listening and understanding 2. Speaking clearly/directly *to relay information* 3. Reading and interpreting workplace related documentation, *such as assessment reports or court orders*

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	4. Writing to address audience needs, *such as case notes and reports* 5. Interpreting the needs of internal/ external clients 6. Applying numeracy skills to workplace requirements 7. Establishing and using networks 8. Sharing information *(eg. with other staff* 9. Negotiating responsively (*eg, possibly with clients and colleagues*) 10. Persuading effectively *(e.g. possibly with clients and other services)* 11. Being appropriately assertive 12. Empathising (*eg. in relation to clients*)
Teamwork	1. Working as an individual and a team member 2. Working with diverse individuals and groups 3. Applying knowledge of own role as part of a team 4. Applying teamwork skills to a range of situations 5. Identifying and utilising the strengths of other team members 6. Giving feedback, coaching and mentoring.
Problem solving	1. Developing practical and creative solutions to workplace problems (*i.e. within scope of own role*) 2. Showing independence and initiative in identifying problems (*i.e. within scope of own role*) 3. Solving problems individually or in teams (*i.e. within scope of own role*) 4. Applying a range of strategies in problem solving 5. Using numeracy skills to solve problems (*eg. time management, staff rosters*) 6. Testing assumptions and taking context into account (*i.e. with an awareness of assumptions made and work context*) 7. Listening to and resolving concerns in relation to workplace issues 8. Resolving client concerns relative to workplace responsibilities

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Initiative and enterprise	1. Adapting to new situations *(i.e. within scope of own role)* 2. Being creative in response to workplace challenges *(i.e. within relevant guidelines and protocols)* 3. Identifying opportunities that might not be obvious to others *(i.e. within a team or supervised work context)* 4. Generating a range of options in response to workplace matters 5. Translating ideas into action *(i.e. within own work role)* 6. Developing innovative solutions *(i.e. within a team and within established guidelines)* [7. Developing a strategic, creative, long-term vision]*
Planning and organising	1. Collecting, analysing and organising information *(i.e. within scope of own role)* 2. Using basic [business]*systems for planning and organising 3. Being appropriately resourceful 4. Taking initiative and making decisions within workplace role *(i.e. within authorised limits)* 5. Participating in continuous improvement and planning processes *(i.e. within scope of own role)* 6. Working within or establishing clear work goals and deliverables 7. Determining or applying required resources *(i.e. within scope of own role)* 8. Allocating people and other resources to tasks and workplace requirements 9. Managing time and priorities *(i.e. in relation to tasks required for own role)* 10. Adapting resource allocations to cope with contingencies *(i.e. if relevant to own role)*
Self management	1. Being self-motivated *(i.e. in relation to requirements of own work role)* 2. Articulating own ideas and vision *(i.e. within a team)* 3. Balancing own ideas and values [and vision]*with

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	workplace values and requirements 4. Monitoring and evaluating own performance 5. Taking responsibility at the appropriate level
Learning	1. Being open to learning new ideas and techniques*)* 2. Learning in a range of settings including informal learning 3. Participating in ongoing learning 4. Learning in order to accommodate change 5. Learning new skills and techniques 6. Taking responsibility for own learning *(i.e. within scope of own work role)* 7. Contributing to the learning of others *(eg. by sharing information)* 8. Applying a range of learning approaches *(i.e. as provided)* 9. Developing own learning pathways 10. Developing own learning plans *(eg. as part of performance management)*
Technology	1. Using technology and related workplace equipment *(i.e. if within scope of own role)* 2. Using basic technology skills to organise data 3. Adapting to new technology skill requirements *(i.e. within scope of own role)* 4. Applying OHS knowledge when using technology [5. Applying technology as a management tool]*

CHC51908   Diploma of Relationship Education

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Communication	1. Listening to and understanding *clients and colleagues within group contexts and individually* 2. Speaking clearly/directly *to share information with clients*

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	and colleagues and to provide clear direction in group context
	3. Reading and interpreting workplace related documentation, *such as relevant legislation, policies and procedures*
	4. Writing to address audience needs*, such as preparation of resources for program delivery and reporting on evaluation and outcomes of programs*
	5. Interpreting the needs of internal/ external clients *where internal clients are colleagues and external clients are clients or the community eg identify the information needs of the community*
	6. Applying numeracy skills to workplace requirements *involving evaluation and reporting of program activity and outcomes*
	7. Establishing and using networks *especially in relation to supporting agency collaboration and meeting client needs through referral*
	8. Sharing information *with clients and colleagues and other agencies and with the community including developing materials to facilitate this*
	9. Negotiating responsively *with clients, colleagues and supervisors and within groups with clients and co-facilitators*
	10. Persuading effectively *influencing and encouraging clients to effect change*
	11. Being appropriately assertive *with clients and between clients and group members, dealing effectively with conflict*
	12. Empathising with clients *including validating and normalising emotions and experiences where appropriate*
Teamwork	1. Working as an individual and a team member *including delivering programs as a sole facilitator and with co-facilitator/s*
	2. Working with diverse individuals and groups
	3. Applying knowledge of own role as part of a team *especially in relation to understanding of sector, agency and programs and own role in relation to these*
	4. Applying teamwork skills to a range of situations *including co-facilitation, leading and facilitating groups*

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EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	and interagency collaboration 5. Identifying and utilising the strengths of other team members *including co-facilitation and leading and facilitating groups* 6. Giving feedback, coaching and mentoring *in relation to giving feedback to clients and colleagues and coaching and mentoring clients*
Problem solving	1. Developing practical and creative solutions to workplace problems *eg through balancing individual and group needs within the group context* 2. Showing independence and initiative in identifying problems *eg through identifying and addressing specific needs of clients when developing and delivering programs* 3. Solving problems individually or in teams *ie. within scope of own role* 4. Applying a range of strategies in problem solving *through identifying and addressing specific needs of clients when developing and delivering programs and utilising resources to meet client needs* 5. Using numeracy skills to solve problems *eg. time management, resource management* 6. Testing assumptions and taking context into account *ie. with an awareness of assumptions made and work context* 7. Listening to and resolving concerns in relation to workplace issues *with clients and colleagues including effective conflict resolution* 8. Resolving client concerns relative to workplace responsibilities *when working with clients by either directly meeting their needs or appropriately referring*
Initiative and enterprise	1. Adapting to new situations *ie. within scope of own role* 2. Being creative in response to workplace challenges *within relevant legislative, organisational and professional guidelines and requirements* 3. Identifying opportunities that might not be obvious to others *within a team or supervised work context or as role of facilitator and/or group leader* [4]*. Generating a range of options in response to workplace

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	matters *eg flexibility within program delivery and facilitation to balance needs of individuals and program requirements* 5. Translating ideas into action *through the development and delivery of programs and through assisting clients to develop skills and knowledge and effect changes in their interpersonal relationships* 6. Developing innovative solutions *through the development and delivery of programs and through assisting clients to develop skills and knowledge and effect changes in their interpersonal relationships* 7. Developing a strategic, creative, long-term vision *for clients*
Planning and organising	1. Collecting, analysing and organising information *in screening and assessing clients and in reporting on program activity and outcomes* 2. Using basic business systems for planning and organising *for information management, reporting and communication* 3. Being appropriately resourceful 4. Taking initiative and making decisions within workplace role *in addressing client needs within relevant legislative, organisational and professional guidelines and requirements* 5. Participating in continuous improvement and planning processes *through evaluation of programs and application of reflective practice* 6. Working within or establishing clear work goals and deliverables *for programs* 7. Determining or applying required resources *for development and delivery of programs* 8. Allocating people and other resources to tasks and workplace requirements *within program development and delivery and through effective group leadership* 9. Managing time and priorities *through meeting work and program responsibilities and facilitation of programs* 10. Adapting resource allocations to cope with contingencies *including flexibly meeting program outcomes and balancing individual and program requirements*

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Self management	1. Being self-motivated *ie. in relation to requirements of own work role* 2. Articulating own ideas and vision *within context of self-awareness* 3. Balancing own ideas and values and vision with workplace values and requirements *within context of self-awareness* 4. Monitoring and evaluating own performance *including participation in practice supervision and application of reflective practice* 5. Taking responsibility at the appropriate level *including working within bounds of professional practice*
Learning	1. Being open to learning new ideas and techniques *through participation in practice supervision and application of reflective practice* 2. Learning in a range of settings including informal learning 3. Participating in ongoing learning 4. Learning in order to accommodate change 5. Learning new skills and techniques 6. Taking responsibility for own learning *ie. within practice supervision process* 7. Contributing to the learning of others *eg. by sharing information with clients and colleagues and through skill and knowledge development for clients* 8. Applying a range of learning approaches *for self and others* 9. Developing own learning pathways *ie. within practice supervision process* 10. *Participate in* developing own learning plans *ie. within practice supervision process*
Technology	1. Using technology and related workplace equipment *for information management and reporting, resource development and delivery of programs* 2. Using basic technology skills to organise data *for information management and reporting*

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EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	3. Adapting to new technology skill requirements *ie. within scope of own role*
	4. Applying OHS knowledge when using technology *ie. within scope of own role*
	5. Applying technology as a management tool *for management of information and communication purposes*

Employability Skills Qualification Summaries at Advanced Diploma level

CHC60108   Advanced Diploma of Disability

CHC60308   Advanced Diploma of Community Sector Management

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Communication	1. Listening to and understanding *work instructions, directions and feedback, including complex information*
	2. Speaking clearly/directly *to relay information, including complex information*
	3. Reading and interpreting workplace related documentation, *such as safety requirements and work instructions, including complex information*
	4. Writing to address audience needs, *such as work notes and reports, including complex information*
	5. Interpreting the needs of internal/ external clients *from a range of information sources*
	6. Applying numeracy skills to workplace requirements *involving measuring, counting, calculating, monitoring and evaluating*
	7. Establishing and using networks
	8. Sharing information (*eg. with other staff and with clients*)
	9. Negotiating responsively (*eg. re own work role and/or conditions, and with clients*)
	10. Persuading effectively (*eg. in line with own work role and including staff, clients and other stakeholders*)
	11. Being appropriately assertive (*eg. in relation to safe or*

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EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	ethical work practices and own work role) 12. Empathising
Teamwork	1. Working as an individual and a team member 2. Working with diverse individuals and groups 3. Applying knowledge of own role as part of a team 4. Applying teamwork skills to a range of situations 5. Identifying and utilising the strengths of other team members 6. Giving feedback, coaching and mentoring
Problem solving	1. Developing practical and creative solutions to workplace problems *(ie. within scope of own role)* 2. Showing independence and initiative in identifying problems *(ie. within scope of own role)* 3. Solving problems individually or in teams *(ie. within scope of own role)* 4. Applying a range of strategies in problem solving 5. Using numeracy skills to solve problems *(eg. in relation to client assessment and management)* 6. Testing assumptions and taking context into account *(ie. with an awareness of assumptions made and work context)* 7. Listening to and resolving concerns in relation to workplace issues 8. Resolving client concerns relative to workplace responsibilities *(ie. in relation to direct client contact)*
Initiative and enterprise	1. Adapting to new situations *(ie. within scope of own role)* 2. Being creative in response to workplace challenges *(ie. within relevant guidelines and protocols)* 3. Identifying opportunities that might not be obvious to others *(ie. within a team or supervised work context)* 4. Generating a range of options in response to workplace matters 5. Translating ideas into action *(ie. within own work role)*

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	6. Developing innovative solutions *(ie. within a team or supervised work context and within established guidelines)* [7. Developing a strategic, creative, long-term vision]*
Planning and organising	1. Collecting, analysing and organising information *(ie. within scope of own role)* 2. Using *organisation* [basic business]*systems for planning and organising *(ie. if applicable to own role)* 3. Being appropriately resourceful 4. Taking initiative and making decisions within workplace role *(ie. within authorised limits)* 5. Participating in continuous improvement and planning processes *(ie. within scope of own role)* 6. Working within or establishing clear work goals and deliverables 7. Determining or applying required resources *(ie. within scope of own role)* 8. Allocating people and other resources to tasks and workplace requirements*)* 9. Managing time and priorities *(ie. in relation to tasks required for own role)* 10. Adapting resource allocations to cope with contingencies *(ie. as relevant to own role)*
Self management	1. Being self-motivated *(ie. in relation to requirements of own work role)* 2. Articulating own ideas and vision *(ie. within a team or supervised work context)* 3. Balancing own ideas and values [and vision]*with workplace values and requirements 4. Monitoring and evaluating own performance *(ie. within a team or supervised work context)* 5. Taking responsibility at the appropriate level
Learning	1. Being open to learning new ideas and techniques 2. Learning in a range of settings including informal learning

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	3. Participating in ongoing learning
	4. Learning in order to accommodate change
	5. Learning new skills and techniques
	6. Taking responsibility for own learning *(ie. within scope of own work role)*
	7. Contributing to the learning of others *(eg. by sharing information and coaching/mentoring)*
	8. Applying a range of learning approaches *(ie. as provided)*
	[9. Developing learning pathways]*
	10. *Participating in* developing learning plans *(for self and/or others as part of performance management)*
Technology	1. Using technology and related workplace equipment *(ie. if within scope of own role)*
	2. Using basic technology skills to organise data
	3. Adapting to new technology skill requirements *(ie. within scope of own role)*
	4. Applying OHS knowledge when using technology
	5. Applying technology as a management tool

CHC60208   Advanced Diploma of Children's Services

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Communication	1. Listening to and understanding *work instructions, directions and feedback, including complex information and communicating with children*
	2. Speaking clearly/directly *to relay information, including complex information, including to children*
	3. Reading and interpreting workplace related documentation, *such as safety requirements and work instructions, including complex information*
	4. Writing to address audience needs, *such as work notes and reports, including complex information*
	5. Interpreting the needs of internal/ external clients *from a*

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	range of information sources, including children
	6. Applying numeracy skills to workplace requirements *involving measuring, counting, calculating, monitoring and evaluating*
	7. Establishing and using networks
	8. Sharing information *(eg. with other staff and clients, including children)*
	9. Negotiating responsively *(eg. re own work role and/or conditions, and with clients, including children)*
	10. Persuading effectively *(eg. in line with own work role and including staff, clients and other stakeholders, including children)*
	11. Being appropriately assertive *(eg. in relation to safe or ethical work practices and own work role, including with children)*
	12. Empathising *(eg. in relation to others, including with children)*
Teamwork	1. Working as an individual and a team member
	2. Working with diverse individuals and groups
	3. Applying knowledge of own role as part of a team
	4. Applying teamwork skills to a range of situations
	5. Identifying and utilising the strengths of other team members
	6. Giving feedback, coaching and mentoring
Problem solving	1. Developing practical and creative solutions to workplace problems *(ie. within scope of own role)*
	2. Showing independence and initiative in identifying problems *(ie. within scope of own role)*
	3. Solving problems individually or in teams *(ie. within scope of own role)*
	4. Applying a range of strategies in problem solving
	5. Using numeracy skills to solve problems *(eg. in relation to client assessment and management)*
	6. Testing assumptions and taking context into account *(ie. with an awareness of assumptions made and work context)*

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	7. Listening to and resolving concerns in relation to workplace issues 8. Resolving client concerns relative to workplace responsibilities *(ie. in relation to direct client contact)*
Initiative and enterprise	1. Adapting to new situations *(ie. within scope of own role)* 2. Being creative in response to workplace challenges *(ie. within relevant guidelines and protocols)* 3. Identifying opportunities that might not be obvious to others *(ie. within a team or supervised work context)* 4. Generating a range of options in response to workplace matters 5. Translating ideas into action *(ie. within own work role)* 6. Developing innovative solutions *(ie. within a team or supervised work context and within established guidelines)* [7. Developing a strategic, creative, long-term vision]*
Planning and organising	1. Collecting, analysing and organising information *(ie. within scope of own role)* 2. Using *organisation* [basic business]*systems for planning and organising *(ie. if applicable to own role)* 3. Being appropriately resourceful 4. Taking initiative and making decisions within workplace role *(ie. within authorised limits)* 5. Participating in continuous improvement and planning processes *(ie. within scope of own role)* 6. Working within or establishing clear work goals and deliverables 7. Determining or applying required resources *(ie. within scope of own role)* 8. Allocating people and other resources to tasks and workplace requirements*)* 9. Managing time and priorities *(ie. in relation to tasks required for own role)* 10. Adapting resource allocations to cope with contingencies *(ie. as relevant to own role)*

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Self management	1. Being self-motivated *(ie. in relation to requirements of own work role)* 2. Articulating own ideas and vision *(ie. within a team or supervised work context)* 3. Balancing own ideas and values [and vision]*with workplace values and requirements 4. Monitoring and evaluating own performance *(ie. within a team or supervised work context)* 5. Taking responsibility at the appropriate level
Learning	1. Being open to learning new ideas and techniques 2. Learning in a range of settings including informal learning 3. Participating in ongoing learning 4. Learning in order to accommodate change 5. Learning new skills and techniques 6. Taking responsibility for own learning *(ie. within scope of own work role)* 7. Contributing to the learning of others *(eg. by sharing information and coaching/mentoring)* 8. Applying a range of learning approaches *(ie. as provided)* 9. Developing learning pathways 10. *Participating in* developing learning plans *(for self and/or others as part of performance management)*
Technology	1. Using technology and related workplace equipment *(ie. if within scope of own role)* 2. Using basic technology skills to organise data 3. Adapting to new technology skill requirements *(ie. within scope of own role)* 4. Applying OHS knowledge when using technology 5. Applying technology as a management tool

Employability Skills Qualification Summaries at Vocational Graduate level

CHC70108   Vocational Graduate Certificate of Community Services Practice (Statutory child protection)

CHC70208   Vocational Graduate Certificate of Community Services Practice (Client assessment and case management)

CHC70308   Vocational Graduate Certificate of Career Development Practice

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Communication	1. Listening to and understanding *complex client needs)* 2. Speaking clearly/directly *(e.g. to clarify information and manage counselling process and referrals)* 3. Reading and interpreting workplace related documentation, *(e.g. policies, legislation and research)* 4. Writing to address audience needs, *such as assessment and court reports* 5. Interpreting the needs of internal/ external clients *by analysis of information provided through assessment* 6. Applying numeracy skills to workplace requirements *(e.g. statistical calculations and interpretation of research methods)* 7. Establishing and using networks *with broad range of specialist services* 8. Sharing information and *knowledge as a senior practitioner with other colleagues and specialist services* 9. Negotiating responsively *with clients, colleagues and specialist services* 10. Persuading effectively *(e.g. with involuntary and mandated clients and other services providers)* 11. Being appropriately assertive *(e.g. with involuntary and mandated clients and other services providers)* 12. Empathising (*eg. in relation to clients of the counselling process*)
Teamwork	1. Working as an individual and a team member *(e.g. in group supervision, mentoring or case management* 2. Working with diverse individuals and groups 3. Applying knowledge of own role as part of a team *(e.g. in group supervision, mentoring or case management)* 4. Applying teamwork skills to a range of situations *(e.g. in*

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EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	group supervision, mentoring or case management) 5. Identifying and utilising the strengths of other team members *(e.g. in group supervision, mentoring or case management)* 6. Giving feedback, coaching and mentoring. (*e.g as leader, mentor or manager to less experienced team members*)
Problem solving	1. Developing practical and creative solutions to workplace problems 2. Showing independence and initiative in identifying problems *(e.g. in clinical supervision frameworks)* 3. Solving problems individually or in teams 4. Applying a range of strategies in problem solving 5. Using numeracy skills to solve problems *(eg. time management, case planning contracts)* 6. Testing assumptions and taking context into account *(i.e. with an awareness of complex client contexts)* 7. Listening to and resolving concerns in relation to workplace issues 8. Resolving client concerns relative to workplace responsibilities
Initiative and enterprise	1. Adapting to new situations *with diverse client groups and application of changing legislation requirements* 2. Being creative in response to workplace challenges *(e.g. in supervision process)* 3. Identifying opportunities that might not be obvious to others *(e.g. in a mentoring or supervision role)* [4]*. Generating a range of options in response to workplace matters *(e.g managing own and others stress)* 5. Translating ideas into action *within the counselling process* 6. Developing innovative solutions *(e.g. for managing complex and high numbers of client cases)* 7. Developing a strategic, creative, long-term vision *(e.g. for counselling professional development and supervision)*

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Planning and organising	1. Collecting, analysing and organising information *from clients and others, often of complex nature* 2. Using basic business systems for planning and organising *(client counselling allocations and reporting)* 3. Being appropriately resourceful *(e.g. with internal and external agency resources to best meet client needs)* 4. Taking initiative and making decisions within workplace role *to manage counselling case load* 5. Participating in continuous improvement and planning processes *(e.g. reflective practice and applying evaluation methods)* 6. Working within or establishing clear work goals and deliverables *(e.g. setting work plans and contracts with clients and others)* 7. Determining or applying required resources *(e.g. in the allocation of client cases or seeking financial resources)* 8. Allocating people and other resources to tasks and workplace requirements *(i.e. in relation to tasks required for own role)* 9. Managing time and priorities *(i.e. in relation to tasks required for own role)* 10. Adapting resource allocations to cope with contingencies *(e.g to manage staff or colleague absences/ inability to service clients)*
Self management	1. Being self-motivated**(e.g**. *in relation to autonomous work role)* 2. Articulating own ideas and vision *(i.e. within a team)* 3. Balancing own ideas and values and vision with workplace values and requirements *(e.g. self awareness in counselling context)* 4. Monitoring and evaluating own performance *(i.e. within a team or supervised work context)* 5. Taking responsibility at the appropriate level
Learning	1. Being open to learning new ideas and techniques *(e.g. as a part of practitioner professional development requirements)*

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	2. Learning in a range of settings including informal learning 3. Participating in ongoing learning *(as a part of practitioner professional development requirements* 4. Learning in order to accommodate change *(e.g. new and emerging counselling techniques and approaches)* 5. Learning new skills and techniques*(e.g. new and emerging counselling techniques and approaches* 6. Taking responsibility for own learning 7. Contributing to the learning of others *(eg. by sharing information and mentoring, leading group supervision)* 8. Applying a range of learning approaches 9. Developing own learning pathways 10. Developing own learning plans *(eg. as part of professional practice management and registration as required)*
Technology	1. Using technology and related workplace equipment *(i.e. within scope of own role)* 2. Using basic technology skills to organise data [3. Adapting to new technology skill requirements]* [4. Applying OHS knowledge when using technology]* [5. Applying technology as a management tool]*

CHC80208   Vocational Graduate Diploma of Relationship Counselling

CHC80308   Vocational Graduate Diploma of Family Dispute Resolution

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Communication	1. Listening to and understanding *(e.g client information)* 2. Speaking clearly/directly *to clarify and relay information* 3. Reading and interpreting workplace related documentation, *such as prescribed programs* 4. Writing to address audience needs, *such as case notes and reports* 5. Interpreting the needs of internal/ external clients *from*

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	clear information and feedback
	6. Applying *basic* numeracy skills to workplace requirements *involving measuring and counting*
	7. Establishing and using networks
	8. Sharing information *(eg. with other staff, working as part of an allied health team)*
	9. Negotiating responsively *(eg. re own work role and/or conditions, possibly with clients)*
	10. Persuading effectively
	11. Being appropriately assertive *(eg. in relation to safe or ethical work practices and own work role)*
	12. Empathising *(eg. in relation to others)*
Teamwork	1. Working as an individual and a team member *(e.g. in co mediation)*
	2. Working with diverse individuals and groups
	3. Applying knowledge of own role as part of a team *(e.g. in multidisciplinary teams or other service providers)*
	4. Applying teamwork skills to a range of situations
	5. Identifying and utilising the strengths of other team members
	6. Giving feedback[, coaching and mentoring.]*
Problem solving	1. Developing practical and creative solutions to workplace problems *(ie. within scope of own role)*
	2. Showing independence and initiative in identifying problems
	3. Solving problems individually or in teams
	4. Applying a range of strategies in problem solving
	5. Using numeracy skills to solve problems *(eg. time management, with in process and application of dispute resolution)*
	6. Testing assumptions and taking context into account *(ie. with an awareness of assumptions made and work context)*
	7. Listening to and resolving concerns in relation to workplace issues *(ie. within scope of own role)*

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	8. Resolving client concerns relative to workplace responsibilities
Initiative and enterprise	1. Adapting to new situations *(ie. Within work context)*
	2. Being creative in response to workplace challenges *(ie. within relevant guidelines and protocols)*
	3. Identifying opportunities that might not be obvious to others
	4. Generating a range of options in response to workplace matters
	5. Translating ideas into action
	6. Developing innovative solutions
	[7. Developing a strategic, creative, long-term vision]*
Planning and organising	1. Collecting, analysing and organising information *(ie. within scope of own role)*
	[2. Using basic business systems for planning and organising]*
	3. Being appropriately resourceful
	4. Taking initiative and making decisions within workplace role
	5. Participating in continuous improvement and planning processes
	6. Working within or establishing clear work goals and deliverables
	7. Determining or applying required resources
	[8. Allocating people and other resources to tasks and workplace requirements]*
	9. Managing time and priorities *(ie. in relation to tasks required for own role)*
	10. Adapting resource allocations to cope with contingencies *(e,g managing client case loads)*
Self management	1. Being self-motivated *(ie. in relation to requirements of own work role)*
	2. Articulating own ideas and vision

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EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	3. Balancing own ideas and values and vision with workplace values and requirements 4. Monitoring and evaluating own performance 5. Taking responsibility at the appropriate level
Learning	1. Being open to learning new ideas and techniques 2. Learning in a range of settings including informal learning 3. Participating in ongoing learning 4. Learning in order to accommodate change *(e.g new legislative requirements)* 5. Learning new skills and techniques 6. Taking responsibility for own learning 7. Contributing to the learning of others *(eg. by sharing information)* 8. Applying a range of learning approaches 9. Developing own learning pathways 10. Developing own learning plans *(eg. as part of professional development)*
Technology	1. Using technology and related workplace equipment *(eg. In research, recording information and client data)* 2. Using basic technology skills to organise data [3. Adapting to new technology skill requirements]* [4. Applying OHS knowledge when using technology]* [5. Applying technology as a management tool]*

CHC80108   Vocational Graduate Diploma of Community Sector Management

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Communication	1. Listening to and understanding *(e.g client information)* 2. Speaking clearly/directly *to clarify and relay information* 3. Reading and interpreting workplace related documentation,

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EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	such as prescribed programs
	4. Writing to address audience needs, *such as case notes and reports*
	5. Interpreting the needs of internal/ external clients *from clear information and feedback*
	6. Applying *basic* numeracy skills to workplace requirements *involving measuring and counting*
	7. Establishing and using networks
	8. Sharing information *(eg. with other staff, working as part of an allied health team)*
	9. Negotiating responsively *(eg. re own work role and/or conditions, possibly with clients)*
	10. Persuading effectively
	11. Being appropriately assertive *(eg. in relation to safe or ethical work practices and own work role)*
	12. Empathising *(eg. in relation to others)*
Teamwork	1. Working as an individual and a team member *(e.g. in co mediation)*
	2. Working with diverse individuals and groups
	3. Applying knowledge of own role as part of a team*(e.g. in multidisciplinary teams or other service providers)*
	4. Applying teamwork skills to a range of situations
	5. Identifying and utilising the strengths of other team members
	6. Giving feedback[, coaching and mentoring.]*
Problem solving	1. Developing practical and creative solutions to workplace problems *(ie. within scope of own role)*
	2. Showing independence and initiative in identifying problems
	3. Solving problems individually or in teams
	4. Applying a range of strategies in problem solving
	5. Using numeracy skills to solve problems *(eg. time management, with in process and application of dispute resolution)*
	6. Testing assumptions and taking context into account *(ie.*

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	with an awareness of assumptions made and work context) 7. Listening to and resolving concerns in relation to workplace issues *(ie. within scope of own role)* 8. Resolving client concerns relative to workplace responsibilities
Initiative and enterprise	1. Adapting to new situations *(ie. Within work context)* 2. Being creative in response to workplace challenges *(ie. within relevant guidelines and protocols)* 3. Identifying opportunities that might not be obvious to others 4. Generating a range of options in response to workplace matters 5. Translating ideas into action 6. Developing innovative solutions [7. Developing a strategic, creative, long-term vision]*
Planning and organising	1. Collecting, analysing and organising information *(ie. within scope of own role)* [2. Using basic business systems for planning and organising]* 3. Being appropriately resourceful 4. Taking initiative and making decisions within workplace role 5. Participating in continuous improvement and planning processes 6. Working within or establishing clear work goals and deliverables 7. Determining or applying required resources [8. Allocating people and other resources to tasks and workplace requirements]* 9. Managing time and priorities *(ie. in relation to tasks required for own role)* 10. Adapting resource allocations to cope with contingencies *(e,g managing client case loads)*

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Self management	1. Being self-motivated *(ie. in relation to requirements of own work role)* 2. Articulating own ideas and vision 3. Balancing own ideas and values and vision with workplace values and requirements 4. Monitoring and evaluating own performance 5. Taking responsibility at the appropriate level
Learning	1. Being open to learning new ideas and techniques 2. Learning in a range of settings including informal learning 3. Participating in ongoing learning 4. Learning in order to accommodate change *(e.g new legislative requirements)* 5. Learning new skills and techniques 6. Taking responsibility for own learning 7. Contributing to the learning of others *(eg. by sharing information)* 8. Applying a range of learning approaches 9. Developing own learning pathways 10. Developing own learning plans *(eg. as part of professional development)*
Technology	1. Using technology and related workplace equipment *(eg. In research, recording information and client data)* 2. Using basic technology skills to organise data [3. Adapting to new technology skill requirements]* [4. Applying OHS knowledge when using technology]* [5. Applying technology as a management tool]*

*Note: Facets enclosed in brackets do not apply