CHC08 Community Services Training Package

Release: 4.2

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
4.2	2 Oct 2013	Removal of qualification: • CHC60208 - Advanced Diploma of Children's Services ISC upgrade changes: • Corrections to errors, spelling and grammar • Updating of imported units • Minor changes to improve readability • Formatting corrections
4.1	31 Oct 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

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Version	Release Date	Comments
		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
		• 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

HumanAbility

Version	Release Date	Comments
		- 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 - 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

Version	Release Date	Comments
		• CHC51512 Diploma of Youth Justice • CHC51612 Diploma of Employment Services • CHC51712 Diploma of Counselling • CHC51812 Diploma of Family Intake and 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

Version	Release Date	Comments
		Protection)
		• CHC70208 Vocational Graduate Certificate in Community Services Practice (Client Assessment and Management)
		• CHC70308 Vocational Graduate Certificate in Career Development Practice
		• 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

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Version	Release Date	Comments
		• Imported first aid units updated across all qualifications • Imported units updated across all qualifications • Formatting and grammatical corrections
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 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

HumanAbility

Version	Release Date	Comments
		(Outside Hours School Care) • CHC50908 Diploma of Children's Services (Early Childhood Education Care) • 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 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

Version	Release Date	Comments
		• CHCEDS310A Support learning for students with disabilities changed to CHCEDS330A Support 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 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 • CHCOHC404A Recognise and respond to signs and

HumanAbility

Version	Release Date	Comments
		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

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Version	Release Date	Comments
		• Numeracy tutor skill set • Oral health care skill set for carers and volunteer 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

HumanAbility

Version	Release Date	Comments
		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 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

Version	Release Date	Comments
		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 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

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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 4.2 – check whether this is the latest version by going to the National Training Information Service (*www.ntis.gov.au*) and locating information about the Training Package. Alternatively, contact Community Services and Health Industry Skills Council, or access the new national register training.gov.au

Summary of AQF qualifications in CHC08 Community Services Training Package

Code	Title
CHC10108	Certificate I in Work Preparation (Community services)
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
CHC30408	Certificate III in Disability
CHC30512	Certificate III in Social Housing
CHC30612	Certificate III in Active Volunteering
CHC30912	Certificate III in Employment Services
CHC31008	Certificate III in Telephone Counselling Skills
CHC40108	Certificate IV in Aged Care
CHC40212	Certificate IV in Home and Community Care
CHC40312	Certificate IV in Disability
CHC40412	Certificate IV in Alcohol and Other Drugs
CHC40512	Certificate IV in Mental Health
CHC40608	Certificate IV in Leisure and Health
CHC40708	Certificate IV in Community Services Work
CHC40808	Certificate IV in Community Development

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Code	Title
CHC40912	Certificate IV in Social Housing
CHC41012	Certificate IV in Community Services Advocacy
CHC41112	Certificate IV in Pastoral Care
CHC41308	Certificate IV in Children's Contact Services Work
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
CHC42512	Certificate IV in Community Services (Information, advice and referral)
CHC42608	Certificate IV in Celebrancy
CHC42712	Certificate IV in Volunteer Program Coordination
CHC42812	Certificate IV in Community Services (Development and/or Humanitarian Assistance)
CHC42912	Certificate IV in Mental Health Peer Work
CHC50108	Diploma of Disability
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
CHC50708	Diploma of Community Development
CHC50812	Diploma of Social Housing
CHC51108	Diploma of Children's Contact Services Work

HumanAbility

Code	Title
CHC51308	Diploma of Education Support
CHC51612	Diploma of Employment Services
CHC51712	Diploma of Counselling
CHC51812	Diploma of Family Intake and Support Work
CHC51912	Diploma of Relationship Education
CHC52008	Diploma of Community Services (Case management)
CHC52108	Diploma of Community Services (Financial counselling)
CHC52212	Diploma of Community Services Coordination
CHC52312	Diploma of Community Services (Development and/or Humanitarian Assistance)
CHC60112	Advanced Diploma of Disability Work
CHC60312	Advanced Diploma of Community Sector Management
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
CHC80108	Vocational Graduate Diploma of Community Sector Management
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

Code	Title	Pre-requisites
CHCAC316D	Provide food services	Nil
CHCAC317A	Support older people to maintain their independence	Nil

HumanAbility

CHCAC318B	Work effectively with older people	Nil
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

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
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

HumanAbility

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
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
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	Nil

HumanAbility

	at risk of homelessness	
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
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
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 colleagues	Nil
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

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 sector workers	Nil

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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, 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
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 assistance funding	Nil
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

HumanAbility

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
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
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
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
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

| HumanAbility

CHCFAM806B	Assist clients to develop parenting arrangements	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
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

HumanAbility

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
CHCGROUP408B	Facilitate and review a psycho-educational group	Nil
CHCGROUP410B	Deliver a structured program	Nil
CHCGROUP504B	Assess group members and their social systems	Nil
CHCGROUP509B	Manage disclosures and disruptions in groups	Nil
CHCGROUP805B	Support change in the social systems of group members	Nil
CHCGROUP806B	Plan group interventions	Nil
CHCGROUP807B	Implement group interventions	Nil
CHCHC311C	Work effectively in home and community care	Nil
CHCHC401C	Coordinate and monitor home based support	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

       HumanAbility

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
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
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
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

         HumanAbility

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 recovery	Nil
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
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

HumanAbility

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 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

| HumanAbility

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
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
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

HumanAbility

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
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 intervention	Nil
CHCPROM503A	Provide community-focused promotion and prevention strategies	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 mental health 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	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
CHCPW601A	Establish and maintain mental health peer work	Nil
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
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

HumanAbility

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 monitoring of leisure and health programs	Nil
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

Imported Units of Competency in CHC08 Community Services Training Package

Code	Title	Origin

HumanAbility

Code	Title	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 reports	BSB07 Business Services V5
BSBCMM101A	Apply basic communication skills	BSB07 Business Services V3

Code	Title	Origin
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
BSBINM401A	Implement workplace information system	BSB07 Business Services V3

HumanAbility

Code	Title	Origin
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
BSBMGT608C	Manage innovation and continuous improvement	BSB07 Business Services V5

Code	Title	Origin
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
BSBPMG606A	Direct human resources management of a project program	BSB07 Business Services V3

HumanAbility

Code	Title	Origin
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
BSBSMB401A	Establish legal and risk management	BSB07 Business Services V3

HumanAbility

Code	Title	Origin
	requirements of small business	
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 in the property industry	CPP07 Property Services V5.1

Code	Title	Origin
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
CPPDSM6005A	Develop a property investment strategy	CPP07 Property Services V5.1

Code	Title	Origin
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
HLTAHW508B	Develop a healing framework for social and emotional wellbeing work	HLT07 Health V5

       HumanAbility

Code	Title	Origin
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
HLTFS208D	Transport food	HLT07 Health V5
HLTFS302D	Prepare foods suitable for a range of	HLT07 Health V5

HumanAbility

Code	Title	Origin
	food service settings	
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
HLTOHS501A	Manage workplace OHS processes	HLT07 Health V5

HumanAbility

Code	Title	Origin
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
ICAU1130B	Operate a spreadsheet application	ICA05 Information and

HumanAbility

Code	Title	Origin
		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
PSPPM504A	Carry out complex project activities	PSP04 Public Sector V3

Code	Title	Origin
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 situations	PUA00 Public Safety V7

Code	Title	Origin
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
SISXFAC405A	Plan and provide sport and recreational	SS10 Sport, Fitness and

HumanAbility

Code	Title	Origin
	services	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
TAEDEL301A	Provide work skill instruction	TAE10 Training and

Code	Title	Origin
		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 Community Services Training Package Version 3.0 to CHC08 Community Services Training Package Version 4.0

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 mental health services for consumers and carers	New unit in V4	N
N/A	CHCPW403A Apply lived experience in mental health peer work	New unit in V4	N

CHC08 Version 3	CHC08 Version 4	Description	E/N
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			
N/A	Assessment, carer support and respite	New skill set in V4	N

HumanAbility

CHC08 Version 3	CHC08 Version 4	Description	E/N
	coordination skill set (community services)	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/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 Leadership Skill Set	New skill set in V4 Includes the following units: • CHCORG627B Provide mentoring	N

CHC08 Version 3	CHC08 Version 4	Description	E/N
		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
CHC30708 Certificate III in	CHC30712 Certificate III in Children's	Updated in V4	E

HumanAbility

CHC08 Version 3	CHC08 Version 4	Description	E/N
Children's Services	Services	Updated core unit HLTFA311A. Occupational title of 'child care worker' to 'childhood educator' and 'early childhood educator'. Updated core WHS unit. Equivalent vocational outcome.	
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 Community Services Advocacy	CHC41012 Certificate IV in Community Services Advocacy	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E

HumanAbility

CHC08 Version 3	CHC08 Version 4	Description	E/N
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 Youth Justice	CHC41912 Certificate IV in Youth Justice	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E

HumanAbility

CHC08 Version 3	CHC08 Version 4	Description	E/N
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 and other drugs)	CHC50212 Diploma of Community Services (Alcohol and other drugs)	Updated in V4 Updated core WHS unit. Updated wording of entry requirements. Equivalent vocational outcome.	E

       HumanAbility

CHC08 Version 3	CHC08 Version 4	Description	E/N
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 Education	CHC51912 Diploma of Relationship Education	Updated in V4 Updated core WHS unit. Equivalent vocational outcome.	E

HumanAbility

CHC08 Version 3	CHC08 Version 4	Description	E/N
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 Certificate in Community Services	CHC70108 Vocational Graduate Certificate in Community Services	Updated in V4 Updated wording of entry requirements.	E

         HumanAbility

CHC08 Version 3	CHC08 Version 4	Description	E/N
Practice (Statutory Child Protection)	Practice (Statutory Child Protection)		
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
ISC Upgrades - Units			

CHC08 Version 3	CHC08 Version 4	Description	E/N
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 replace with references to new WHS	E

HumanAbility

CHC08 Version 3	CHC08 Version 4	Description	E/N
		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

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

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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

HumanAbility

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

HumanAbility

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

      HumanAbility

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

HumanAbility

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

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

HumanAbility

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

         HumanAbility

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

HumanAbility

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

HumanAbility

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

       HumanAbility

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

HumanAbility

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

HumanAbility

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

HumanAbility

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

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

HumanAbility

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

HumanAbility

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

HumanAbility

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

HumanAbility

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

       HumanAbility

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

HumanAbility

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

HumanAbility

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

HumanAbility

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

      HumanAbility

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 Community Services Training Package

CHC02 Code	Qualification Title	CHC08 Code	Qualification Title	Changes to qualifications	E/N
CHC1010	Certificate I	CHC1010	Certificate I in	Minor	Equivalent

CHC02 Code	Qualification Title	CHC08 Code	Qualification Title	Changes to qualifications	E/N
2	in Work Preparation (Community Services)	8	Work Preparation (Community Services)	change to units of competency	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
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 Community Care	CHC30308	Certificate III in Home and Community Care	Restructured qualification	Not equivalent

HumanAbility

CHC02 Code	Qualification Title	CHC08 Code	Qualification Title	Changes to qualifications	E/N
		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
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

HumanAbility

CHC02 Code	Qualification Title	CHC08 Code	Qualification Title	Changes to qualifications	E/N
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 Welfare Work	CHC50608	Diploma of Community Services Work	Significant changes to structure and units of competency	Not equivalent
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	

HumanAbility

CHC02 Code	Qualification Title	CHC08 Code	Qualification Title	Changes to qualifications	E/N
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
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	
CHC30402	Certificate III in Children's Services	CHC30708	Certificate III in Children's Services	Significant changes to structure and units of competency	Not equivalent Note: Qualification now superseded. See Training Package CHC
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 Note: Qualification now superseded. See Training Package

CHC02 Code	Qualification Title	CHC08 Code	Qualification Title	Changes to qualifications	E/N
					CHC
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 Note: Qualification now superseded. See Training Package CHC
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 Note: Qualification now superseded. See Training Package CHC
CHC60202	Advanced Diploma of Children's Services	CHC60208	Advanced Diploma of Children's Services	Significant changes to structure and units of competency	Not equivalent Note: Qualification now removed
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	CHC41408 CHC41508	Certificate IV in Child, Youth and Family	Significant changes to structure	Not equivalent

HumanAbility

CHC02 Code	Qualification Title	CHC08 Code	Qualification Title	Changes to qualifications	E/N
	Services (Protective Care)	CHC41608	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)	and units of competency	
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	Note: Qualification now superseded. See Training Package CHC
		CHC41708	Certificate IV in Education Support	New qualification	Note: Qualification now superseded. See Training Package CHC
		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 Note: Qualification now superseded. See Training Package CHC

CHC02 Code	Qualification Title	CHC08 Code	Qualification Title	Changes to qualifications	E/N
CHC50502	Diploma of Youth Work	CHC51408	Diploma of Youth Work	Moderate changes to structure and units of competency	Not equivalent Note: Qualification now superseded. See Training Package CHC
CHC40702	Certificate IV in Youth Work (Juvenile Justice)	CHC41908	Certificate IV in Youth Justice	Moderate changes to structure and units of competency	Not equivalent Note: Qualification now superseded. See Training Package CHC
		CHC51508	Diploma of Youth Justice	New qualification	Note: Qualification now superseded. See Training Package CHC
CHC51302	Diploma of Statutory Child Protection			Removed – replaced by specialisation in Child protection in Vocational Graduate Certificate in Community Services Practice	
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
CHC4240	Certificate	CHC42108	Certificate IV in	No change	Equivalent

HumanAbility

CHC02 Code	Qualification Title	CHC08 Code	Qualification Title	Changes to qualifications	E/N
7	IV in Career Development		Career Development		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 Skills	CHC31008	Certificate III in Telephone Counselling Skills	Minor changes	Equivalent competency 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	
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

CHC02 Code	Qualification Title	CHC08 Code	Qualification Title	Changes to qualifications	E/N
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	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
		CHC42708	Certificate IV in Volunteer Program Coordination	New qualification	
CHC42002 CHC40202	Certificate IV in Community Services (Service Coordination) Certificate IV in Service	CHC52208	Diploma of Community Services Coordination	Replaced and upgraded to diploma level	Not equivalent

HumanAbility

CHC02 Code	Qualification Title	CHC08 Code	Qualification Title	Changes to qualifications	E/N
	Coordination (Ageing and Disability)				
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	
		CHC70108 CHC70208	Vocational Graduate Certificate in Community Services Practice (Statutory child protection) Vocational Graduate Certificate in Community Services Practice (Client assessment and case management)	New qualification	
		CHC70308	Vocational Graduate Certificate in Career Development Practice	New qualification	
CHC8010	Vocational	CHC80208	Vocational	No change	Equivalent

HumanAbility

CHC02 Code	Qualification Title	CHC08 Code	Qualification Title	Changes to qualifications	E/N
7	Graduate Diploma of Relationship Counselling		Graduate Diploma of Relationship Counselling		competency outcome
CHC80207	Vocational Graduate Diploma of Family Dispute Resolution	CHC80308	Vocational Graduate Diploma of Family Dispute Resolution	No change	Equivalent competency outcome

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 CHCAC318A and CHCICS302A
CHCAC2C	Provide personal care			Content from this unit is included in CHCAC318A and CHCICS301A
CHCAC16A	Provide food services	CHCAC316B	Provide food services	Equivalent 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	CHCAC318A	Work effectively	New unit, incorporating

HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
	aged care work		with older people	some content from CHCAC1C, CHCAC2C and CHCAC3C
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	New unit
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

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
		CHCAC417A	Implement interventions with older people at risk of falls	New unit
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
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
CHCADMIN1B	Undertake basic administrative duties	CHCADMIN201C	Undertake basic administrative duties	Equivalent outcome

HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCADMIN2 B	Provide administrative support	CHCADMIN3 02C	Provide administrative support	Equivalent outcome
CHCADMIN5 C	Work within the administration protocols of the organisation	CHCADMIN3 05D	Work within the administration protocols of the organisation	Equivalent outcome
CHCADMIN3 B	Undertake administrative work	CHCADMIN4 03C	Undertake administrative work	Equivalent outcome
		CHCADMIN5 08A	Manage limited budgets and financial accountabilities	New unit
CHCADMIN4 B	Manage the organisation's finances, accounts and resources	CHCADMIN6 04A	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
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	CHCAOD201 D	Prepare for alcohol and other	Equivalent outcome

HumanAbility

CHC02 Unit Code and Title		**CHC08 Unit Code and Title**		**Change to unit and competency outcome**
	drugs work		drugs work	
CHCAOD2C	Orientation to the alcohol and other drugs sector	CHCAOD402 A	Work effectively in the alcohol and other drugs sector	Significant changes to 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	CHCAOD406 D	Work with clients who are intoxicated	Equivalent outcome
CHCAOD7C	Provide needle and syringe services	CHCAOD407 D	Provide needle and syringe services	Equivalent outcome
CHCAOD8C	Assess the needs of clients who have alcohol and/or other drugs issues	CHCAOD408 A	Assess needs of clients with alcohol and/or other drugs issues	Significant changes to competency outcome
CHCAOD9C	Provide alcohol and/or other drug withdrawal services	CHCAOD409 D	Provide alcohol and/or other drug withdrawal services	Equivalent outcome
		CHCAOD411 A	Provide interventions for people with alcohol and other drug issues	New unit
CHCAOD10A	Work with clients who have alcohol and/or other drugs issues	CHCAOD510 A	Work effectively with clients with complex alcohol and/or other drugs	Significant change to competency outcome to distinguish

HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
			issues	complexity of issues
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	Equivalent outcome
		CHCAOD512 A	Develop and implement a behaviour response plan	New unit
		CHCAOD513 A	Provide relapse prevention strategies	New unit
CHCCAR501 A	Provide careers guidance	CHCCAR501B	Conduct career guidance interview	Equivalent outcome
CHCCD7B	Support community resources	CHCCD307C	Support community resources	Equivalent outcome
CHCCD1C	Support community participation	CHCCD401D	Support community participation	Equivalent outcome
CHCCD2B	Provide community education projects	CHCCD402A	Develop and provide community education projects	Moderate changes to competency outcome
CHCCD4C	Develop and implement community programs	CHCCD404D	Develop and implement community programs	Equivalent outcome
CHCCD12D	Apply a community development	CHCCD412A	Work within a community development	Significant change to competency

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
	framework		framework	outcome
CHCCD13C	Work within specific communities	CHCCD413D	Work within specific communities	Equivalent outcome
		CHCCD420A	Work to empower Aboriginal and/or Torres Strait Islander communities	New unit
CHCCD5C	Develop community resources	CHCCD505D	Develop community resources	Equivalent outcome
CHCCD8B	Support community action	CHCCD508C	Support community action	Equivalent outcome
CHCCD9B	Support community leadership	CHCCD509C	Support community leadership	Equivalent outcome
CHCCD14B	Implement a community development strategy	CHCCD514A	Implement community development strategies	Changes to competency outcome
		CHCCD515A	Communicate effectively within a community development context	New unit
		CHCCD516A	Work within organisation and government structures to enable community development outcomes	New unit
CHCCD6B	Establish and develop	CHCCD606C	Establish and develop	Equivalent

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
	community organisations		community organisations	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 services 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
CHCCDP501A	Liaise with employers to	CHCCDP501B	Liaise with employers to	Equivalent

HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
	promote flexible work arrangements		promote flexible work arrangements	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
		CHCCEL401A	Work effectively in a celebrancy role	New unit
CHCMCEL401A	Plan, conduct and review a marriage ceremony			Unit split and expanded into units specific to marriage celebrancy
		CHCCEL402A	Establish and maintain knowledge of legal responsibilities of a marriage	New unit

CHC02 Unit Code and Title		**CHC08 Unit Code and Title**		**Change to unit and competency outcome**
			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
CHCCH17B	Respond to property maintenance or purchase enquiries	CHCCH317A	Respond to property maintenance enquiries	Moderate changes to competency outcome

HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCCH10C	Manage and maintain tenancies	CHCCH410A	Manage and maintain tenancy agreements and services	Minor changes to 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
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	CHCCH426B	Support client participation in	Equivalent outcome

HumanAbility

CHC02 Unit Code and Title		**CHC08 Unit Code and Title**		**Change to unit and competency outcome**
	the organisation		the organisation	
		CHCCH427A	Work effectively with people experiencing or at risk of homelessness	New unit
		CHCCH428A	Work effectively within the Australian housing system	New unit
CHCCH18B	Manage property maintenance (planning)	CHCCH518A	Manage property maintenance planning	Significant changes to competency outcome
CHCCH21A	Develop social housing enterprise opportunities	CHCCH521B	Develop social housing enterprise opportunities	Equivalent outcome
		CHCCH522A	Undertake outreach work	New unit
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
CHCCHILD1C	Identify and respond to	CHCCHILD40	Identify and respond to	Moderate change to

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
	children and young people at risk of harm	1A	children and young people at risk	competency outcome
CHCCHILD3A	Promote the safety, well-being and welfare of children, young people and their families	CHCCHILD403B	Promote the safety, well being 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			
CHCCHILD4A	Assess risk of harm to children and young people	CHCCHILD504B	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	CHCCM402D	Establish and monitor a case	Equivalent outcome

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
	plan		plan	
		CHCCM404A	Undertake case management for clients with complex needs	New unit
		CHCCM501A	Coordinate complex case requirements	New unit
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	Equivalent outcome
CHCCM6A	Undertake case management in a child protection framework	CHCCM506B	Undertake case management in a child protection framework	Equivalent outcome
CHCCM5B	Develop practice standards	CHCCM605C	Develop practice standards	Equivalent outcome
		CHCCM701A	Undertake advanced client assessments	New unit
		CHCCM702A	Implement goal directed care planning	New unit
		CHCCM703A	Apply effective case management practice	New unit
		CHCCM705A	Work effectively with carers and families in	New unit

HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
			complex situations	
CHCCN1D	Ensure children's health and safety	CHCCN301A	Ensure children's health and safety	Significant change to 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
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	CHCCN511A	Establish and maintain a safe and healthy environment for	Minor changes to competency outcome

         HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
	environment		children	
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	Equivalent 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 communication techniques	CHCCOM504A	Develop, implement and promote effective workplace communication	Competency outcome changed to include elements on conflict resolution and facilitation of work group interaction
CHCCONS401	Facilitate	CHCCONS401	Facilitate	Equivalent

CHC02 Unit Code and Title		**CHC08 Unit Code and Title**		**Change to unit and competency outcome**
A	changeover	B	changeover	outcome
CHCCONS402A	Facilitate and monitor contact	CHCCONS402B	Facilitate and monitor contact	Equivalent outcome
CHCCONS403A	Support families to develop relationships	CHCCONS403B	Support families to develop relationships	Equivalent outcome
CHCCONS504A	Assist families to self manage contact	CHCCONS504B	Assist families to self manage contact	Equivalent 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	Expanded competency outcomes
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 CHCCS304A
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	CHCCS311C	Deliver and	Equivalent

HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
	monitor service to clients		monitor services to clients	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
CHCCS401A	Facilitate co-operative behaviour	CHCCS401B	Facilitate responsible behaviour	Equivalent outcome
CHCCS403A	Provide brief intervention	CHCCS403B	Provide brief intervention	Equivalent 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 HLTHIR403B
CHCCS407A	Operate referral procedures	CHCCS407B	Operate referral procedures	Equivalent outcome
CHCCS408A	Establish and monitor participation plans	CHCCS408B	Establish and monitor participation plans	Equivalent outcome

HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCCS409A	Meet the dietary and nutritional needs of clients in a culturally appropriate manner			Unit removed – HLTNA304B 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 in the community sector	New unit to provide broad basis of skills and knowledge to work in community services
CHCCS2C	Deliver and develop client services	CHCCS412D	Deliver and develop client services	Equivalent outcome
		CHCCS413A	Support individuals with autism spectrum disorder	New unit
CHCCS406A	Provide education and support on health, well being and parenting	CHCCS414A	Provide education and support on parenting, health and well being	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	Minor change to competency outcome
		CHCCS417A	Provide support and care relating	New unit

HumanAbility

CHC02 Unit Code and Title		**CHC08 Unit Code and Title**		**Change to unit and competency outcome**
			to suicide bereavement	
CHCCS9A	Provide support services to clients	CHCCS419B	Provide support services to clients	Equivalent outcome
		CHCCS421A	Undertake community sector work within own community	New unit
CHCCS402A	Respond holistically to client issues	CHCCS422A	Respond holistically to client issues and refer appropriately	Significant change to competency outcome
		CHCCS424A	Administer and monitor medications	New unit
		CHCCS425A	Support health professional	New unit
		CHCCS426A	Provide support and care relating to loss and grief	New unit
		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
CHCCS3C	Coordinate the provision of services and programs	CHCCS503A	Develop, implement and review services and programs to	Moderate changes to competency outcome

HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
			meet client needs	
		CHCCS504A	Provide services to clients with complex needs	New unit
		CHCCS505A	Provide supervision support to community sector workers	New unit
		CHCCS506A	Promote and respond to workplace diversity	New unit
CHCCS12A	Develop a service delivery strategy	CHCCS512B	Develop a service delivery strategy	Equivalent outcome
		CHCCS513A	Maintain an effective community sector work environment	New unit
		CHCCS514A	Recognise and respond to individuals at risk	New unit
CHCCS501A	Assess and respond to individuals at risk of self-harm or suicide	CHCCS521A	Assess and respond to individuals at risk of suicide	Competency outcome reviewed and revised to reflect current practice
		CHCCS522A	Address complex legal and ethical issues in professional practice	New unit re higher level practice rather than supervision / management

HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCCS601A	Work with clients with unique needs	CHCCS601B	Work with clients with unique needs	Equivalent outcome
CHCCS602A	Work with families of clients			Unit removed
CHCCS4C	Manage the delivery of quality client service	CHCCS604A	Manage the delivery of quality services to clients	Minor changes to 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	Equivalent outcome – unit title revised to better address competency outcome
		CHCCS805A	Undertake professional reflection	New unit
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	Equivalent outcome
		CHCCSL504A	Apply personality and development theories	New unit
		CHCCSL505A	Apply learning theories in	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
			counselling	
		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	Equivalent outcome
		CHCCSL508A	Apply legal and ethical responsibilities in counselling practice	New unit
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
CHCCWI1B	Operate under a case work	CHCCW301C	Operate under a case work	Equivalent outcome

HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
	framework		framework	
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
CHCDFV6B	Provide domestic and family violence support	CHCDFV406C	Provide domestic and family violence support	Equivalent outcome

HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
	in Aboriginal and Torres Strait Islander communities		in Aboriginal and Torres Strait Islander communities	
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	Equivalent outcome
CHCDFV10B	Facilitate workplace debriefing and support processes	CHCDFV510C	Facilitate workplace debriefing and support processes	Equivalent outcome
CHCDFV811A	Respond to family domestic violence in family work	CHCDFV811B	Respond to domestic and family violence in family work	Equivalent outcome
CHCDFV812A	Assist users of family domestic violence to accept responsibility for their violent and abusive	CHCDFV812B	Assist users of domestic and family violence to accept responsibility for	Equivalent outcome

       HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
	behaviour		their behaviour	
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
CHCDFV818A	Provide programs for people who have been subject to	CHCDFV818B	Provide programs for people who have been subject to domestic and	Equivalent outcome

HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
	family/domestic violence		family violence	
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
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
CHCDIS3C	Provide services to people with disabilities			Unit removed – addressed in CHCICS301A
CHCDIS17A	Provide care and support for students with			Unit removed – see CHCEDS310

       HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
	disabilities			A
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	Equivalent 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 communication strategies	New unit
CHCDIS7B	Design and adapt surroundings to group	CHCDIS507C	Design and adapt surroundings to group	Equivalent outcome

    HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
	requirements		requirements	
CHCDIS9C	Maximise participation in work by people with disabilities	CHCDIS509D	Maximise participation in work by people with disabilities	Equivalent 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 in dispute resolution	CHCDISP804B	Create an environment that supports the safety of vulnerable parties in dispute resolution	Equivalent outcome
		CHCEDS301A	Comply with legislative, policy and industrial	New unit

HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
			requirements in the education environment	
		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
		CHCEDS310A	Support learning for students with disabilities	New unit

HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
		CHCEDS311A	Contribute to the safety and health of students	New unit
		CHCEDS312A	Work with diversity in the education environment	New unit
		CHCEDS313A	Communicate with students	New unit
		CHCEDS314A	Work effectively in an education team	New unit
CHCDIS14A	Support students with additional needs in the classroom	CHCEDS315B	Support students with additional needs in the classroom	Equivalent outcome
		CHCEDS316A	Comply with school administrative requirements	New unit
		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 information	New unit

         HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
		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 learning for numeracy	New unit

HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
		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
		CHCEDS415A	Supervise students outside the classroom	New unit
		CHCEDS416A	Use educational strategies to support Aboriginal and/or Torres Strait Islander education	New unit
		CHCEDS417A	Facilitate learning for students with	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
			disabilities	
		CHCEDS418A	Deliver elements of teaching and learning programs	New unit
		CHCEDS419A	Support flexible learning in an education environment	New unit
		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
		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

HumanAbility

CHC02 Unit Code and Title		**CHC08 Unit Code and Title**		**Change to unit and competency outcome**
		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 development and implementation of responsible behaviour	New unit
		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

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CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
		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
		CHCER301A	Deliver emergency relief services	New unit
CHCES303A	Use labour market information	CHCES303B	Use labour market information	Equivalent 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
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	Equivalent outcome

HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and 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	Equivalent outcome
CHCES501A	Manage service delivery in a purchaser/provider relationship with government	CHCES511A	Manage contracted employment services	Moderate change to competency outcome
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	CHCFAM407B	Work effectively in relationship	Equivalent outcome

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
	work		work	
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
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

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency 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
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	CHCFAM806B	Assist clients to develop parenting	Equivalent outcome

HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
	arrangements		arrangements	
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 childhood
CHCFC5C	Foster and enhance	CHCFC505A	Foster cognitive development in	Major change to

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

CHC02 Unit Code and Title		**CHC08 Unit Code and Title**		**Change to unit and competency outcome**
				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 children	CHCFC514A	Support emotional and psychological development in middle childhood	Major change to competency outcome with focus on 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	CHCFCS801B	Apply theory and practice of	Equivalent

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CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
	counselling approaches		counselling approaches	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 supervision framework	CHCFCS806B	Work within a clinical supervision framework	Equivalent 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	New unit

          HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
			process	
		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
		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

HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
		CHCGMB503A	Provide counselling for clients with problem gambling issues	New unit
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

HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCGROUP807A	Implement group interventions	CHCGROUP807B	Implement group interventions	Equivalent outcome
CHCHC301B	Work effectively in a home and community care environment	CHCHC311A	Work effectively in a home and community care environment	Significant change to competency outcome
CHCHC302B	Provide personal care in a home and community care environment			Unit removed – addressed in CHCICS301A
		CHCHC401A	Coordinate and monitor home based support	New unit
CHCICAB	Communicate with children	CHCIC201B	Communicate with children	Equivalent outcome
CHCIC1C	Interact effectively with children	CHCIC301D	Interact effectively with children	Equivalent 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 address regulations and	New unit

         HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
			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
		CHCICS303A	Support individual health and emotional well being	New unit
		CHCICS304A	Work effectively with carers	New unit
CHCDIS15B	Provide behaviour support	CHCICS305A	Provide behaviour support in the context of	Significant upgrading of competency

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
			individualised plans	outcomes – and made transferable across sectors
		CHCICS306A	Provide basic foot skin and nail care	New unit
		CHCICS401A	Facilitate support for personal care needs	New unit
		CHCICS402A	Facilitate individualised plans	New unit
		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
		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	New unit

HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
			suspected abuse of vulnerable people	
		CHCICS410A	Support relationships with families, carers and friends	New unit
CHCINF1B	Process and provide information			Unit deleted
CHCINF2B	Maintain organisation's information systems	CHCINF302C	Maintain the organisation's information systems	Equivalent outcome
		CHCINF303A	Contribute to information requirements in the community sector	New unit
CHCINF3B	Coordinate information systems	CHCINF403C	Coordinate information systems	Equivalent outcome
CHCINF7B	Meet information needs of the community	CHCINF407C	Meet information needs of the community	Equivalent 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	Equivalent outcome

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCINF4B	Manage the organisation's information systems	CHCINF604C	Manage the organisation's information systems	Equivalent outcome
CHCINF6B	Manage information strategically	CHCINF606C	Manage information strategically	Equivalent 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 work and services	New unit
		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	Minor changes to 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

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCMED403 A	Manage communication exchanges to define the dispute	CHCMED413 A	Manage communication processes to define the dispute	Minor changes to competency outcome
CHCMED404 A	Facilitate the mediation process	CHCMED414 A	Facilitate mediation processes	Minor changes to competency outcome
CHCMED405 A	Facilitate interaction between clients	CHCMED415 A	Facilitate interaction between parties in mediation	Minor changes to competency outcome
CHCMED406 A	Consolidate and conclude the mediation process	CHCMED416 B	Consolidate and conclude the mediation process	Equivalent outcome
CHCMED407 A	Reflect and improve upon professional mediation practice	CHCMED417 B	Reflect and improve upon professional mediation practice	Equivalent outcome
CHCMED408 B	Identify the need for alternative dispute resolution	CHCMED418 C	Identify the need for alternative dispute resolution	Equivalent outcome
CHCMED409 B	Facilitate alternative dispute resolution processes	CHCMED419 C	Facilitate alternative dispute resolution processes	Equivalent outcome
		CHCMGT601 A	Contribute to effective governance in the community sector	New unit
		CHCMGT801 A	Manage a complex community sector organisation	New unit

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CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCPOL7A	Manage policy development	CHCMGT802B	Manage policy development	Unit code changed – Equivalent outcome
		CHCMGT803A	Provide strategic leadership	New unit
CHCMH1B	Orientation to mental health work	CHCMH301A	Work effectively in mental health	Moderate change to 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
		CHCMH403A	Establish and maintain communication and relationships to support the recovery process	New unit
		CHCMH404A	Conduct assessment and planning as part of the recovery process	New unit
		CHCMH405A	Work collaboratively to support recovery process	New unit

HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
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	Equivalent outcome
		CHCMH409A	Facilitate consumer, family and carer participation in the recovery process	New unit
		CHCMH501A	Provide advanced supports to facilitate recovery	New unit
		CHCMH502A	Provide supports for children at risk of mental health problems	New unit
		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	Equivalent outcome
CHCMH7A	Provide, with consumers, support and interventions to meet the needs of carers and families			Unit removed – see new unit CHCMH409 A in similar area
		CHCNAN301 A	Attend to daily functions in home	New unit

HumanAbility

CHC02 Unit Code and Title		**CHC08 Unit Code and Title**		**Change to unit and competency outcome**
			based child care	
CHCNET1C	Participate in networks	CHCNET301D	Participate in networks	Equivalent outcome
CHCNET2B	Maintain effective networks	CHCNET402A	Establish and maintain effective networks	Minor change to competency outcome
CHCNET4A	Work with other services	CHCNET404A	Facilitate links with other services	Minor change to competency outcome
		CHCNET501A	Work effectively with other services and networks	New unit combining CHCNET4A & CHCNET3B
CHCNET3B	Develop new networks	CHCNET503C	Develop new networks	Equivalent outcome
CHCOHS201A	Follow OHS procedures			Unit replaced by HLTOHS200A
CHCOHS301A	Participate in workplace safety procedures			Unit replaced by HLTOHS300A
CHCOHS302A	Participate in safety procedures for direct care work	CHCOHS312A	Follow safety procedures for direct care work	Moderate changes to competency outcome
CHCOHS401A	Implement and monitor OHS policies and procedures for a			Unit replaced by HLTOHS400A

HumanAbility

CHC02 Unit Code and Title		**CHC08 Unit Code and Title**		**Change to unit and competency outcome**
	workplace			
CHCOHS501A	Manage workplace OHS management system			Unit replaced by HLTOHS500 A
CHCOHS502A	Evaluate and improve workplace OHS management system			Unit replaced by HLTOHS600 A
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
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
CHCORG22A	Contribute to service delivery strategy	CHCORG322B	Contribute to implementation of service delivery strategy	Equivalent outcome
CHCORG5B	Maintain an effective work environment	CHCORG405C	Maintain an effective work environment	Equivalent outcome
		CHCORG406A	Supervise work	New unit
CHCORG23B	Coordinate work	CHCORG423A	Maintain quality service delivery	New unit title better reflects unit content, competency outcome

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CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
				changed to include element re monitor and review service delivery
CHCORG28A	Reflect and improve upon professional practice	CHCORG428A	Reflect on and improve own professional practice	Minor changes to competency outcome
		CHCORG501A	Facilitate workplace change and innovation	New unit
		CHCORG502A	Work autonomously	New unit – to replace superseded imported unit
CHCORG6B	Coordinate the work environment	CHCORG506C	Coordinate the work environment	Equivalent outcome
CHCORG25B	Recruit and coordinate volunteers	CHCORG525C	Recruit and coordinate volunteers	Equivalent 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	Equivalent outcome
CHCORG8C	Establish and manage new programs or	CHCORG608D	Establish and manage new programs or	Equivalent outcome

HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
	services		services	
CHCORG9B	Manage projects and strategies	CHCORG609C	Manage projects and strategies	Equivalent outcome
CHCORG10B	Manage organisational change	CHCORG610A	Manage change in a community sector organisation	Minor change to competency outcome
CHCORG11B	Lead and develop others	CHCORG611A	Lead and develop others in a community sector workplace	Moderate change to competency outcome
CHCORG12B	Review organisational effectiveness	CHCORG612C	Review organisation's effectiveness	Equivalent outcome
CHCORG13B	Manage organisational strategic and business planning	CHCORG613C	Manage organisation's strategic and business planning	Equivalent outcome
CHCORG14B	Manage a service organisation	CHCORG614A	Manage a community sector organisation	Minor change to competency outcome
CHCORG15B	Promote the organisation	CHCORG615C	Promote the organisation	Equivalent 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	Equivalent outcome – name changed to better reflect competency outcome

| HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCORG20B	Promote and represent the service	CHCORG620C	Promote and represent the service	Equivalent outcome
CHCORG21B	Act as a resource to other services	CHCORG621C	Act as a resource to other services	Equivalent outcome
CHCORG24B	Provide leadership in community services delivery	CHCORG624C	Provide leadership in community services delivery	Equivalent 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
		CHCORG701A	Provide leadership as a practitioner in community services	New unit
		CHCOSHC401A	Support children to participate in outside school hours care	New unit
		CHCOSHC402A	Develop and implement activities in outside school hours care	New unit
		CHCOSHC403A	Work effectively with children in outside school hours care	New unit
CHCPA01A	Deliver care services using a	CHCPA301B	Deliver care services using a	Equivalent outcome

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
	palliative approach		palliative approach	
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 practice	New unit
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
		CHCPOL701A	Use research evidence to advance policy and practice	New unit

HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and 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
		CHCPR302A	Support sustainable practice	New unit
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	CHCPR502D	Organise experiences to facilitate and enhance children's development	Equivalent 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
		CHCPR515A	Develop and implement a program to support sustainable practice	New unit

HumanAbility

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	Equivalent 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
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	Equivalent 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	Equivalent outcome
CHCPROT8C	Respond to a			Unit removed

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CHC02 Unit Code and Title		**CHC08 Unit Code and Title**		**Change to unit and competency outcome**
	report of risk or harm made to a statutory body			
CHCPROT9C	Provide primary residential care	CHCPROT409 D	Provide primary residential care	Equivalent outcome
CHCPROT11B	Provide for care and protection of clients in specific need	CHCPROT411 C	Provide for care and protection of clients in specific need	Equivalent outcome
		CHCPROT422 A	Undertake child protection work within an Aboriginal and/or Torres Strait Islander framework	New unit
		CHCPROT423 A	Support transition from care	New unit
		CHCPROT424 A	Develop a child protection practice framework	New unit
		CHCPROT429 A	Work collaboratively to maintain a child safe environment	New unit
		CHCPROT430 A	Develop and implement a multi-agency investigation and child risk assessment strategy	New unit
CHCPROT2C	Undertake and implement planning with at-risk children	CHCPROT502 D	Undertake and implement planning with at-risk children	Equivalent outcome

HumanAbility

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
	and young people and their families		and young people and their families	
CHCPROT10C	Support the progress and development of young people	CHCPROT510D	Support the progress and development of young people	Equivalent 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 CHCPROT532A
		CHCPROT532A	Interact with the legal system to protect children	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
		CHCPROT533 A	Work with children and young people with complex trauma and attachment issues and needs	New unit
CHCPROT3D	Manage provision of out of home care	CHCPROT603 A	Plan and manage provision of out of home care	Significant change to competency outcome – elements 5&6 removed
		CHCPROT701 A	Conduct complex child protection risk assessment	New unit
		CHCPROT702 A	Apply for and implement child protection orders	New unit
		CHCPROT703 A	Facilitate incident prevention strategies in child protection work	New unit
CHCQM601A	Manage an accreditation process	CHCQM501B	Facilitate an accreditation process	Equivalent outcome
CHCRF1C	Work effectively with families to care for the child	CHCRF301D	Work effectively with families to care for the child	Equivalent outcome
CHCRF2A	Provide intervention support to children and families	CHCRF402B	Provide intervention support to children and families	Equivalent outcome
CHCRF11B	Work in partnership with	CHCRF511A	Work in partnership with	Minor change to

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CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
	families to care for the child		families to provide appropriate care for children	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
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
		CHCRH405A	Plan leisure and health programs for clients with complex needs	New unit to replace CHCRH5B

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CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
		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 people with special needs	Significant changes to competency outcomes
		CHCRH504A	Coordinate planning, implementation and monitoring of leisure and health programs	New unit
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

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CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency 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
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	Equivalent outcome
CHCTC2A	Undertake telephone counselling	CHCTC302A	Provide client-centred telephone counselling	Minor changes to competency outcome
CHCTC3A	Provide counselling in crisis situations	CHCTC403A	Provide telephone counselling in crisis situations	Moderate change to competency outcome
CHCTC4A	Provide competent suicide intervention over the telephone	CHCTC404A	Provide competent suicide intervention in a telephone counselling context	Significant changers to competency outcome
		CHCVOL201A	Be an effective volunteer	New unit

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency 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
		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	CHCYTH301D	Work effectively with young people	Equivalent outcome
		CHCYTH401A	Engage respectfully with young people	New unit
CHCYTH2C	Provide care and protection for young people	CHCYTH402A	Work effectively with young people in the youth work context	New unit
CHCYTH3C	Support young people to address their circumstances	CHCYTH403A	Support young people to create opportunities in their lives	New unit
CHCYTH4C	Support young people in crisis	CHCYTH404D	Support young people in crisis	Equivalent outcome

CHC02 Unit Code and Title		CHC08 Unit Code and Title		Change to unit and competency outcome
CHCYTH7C	Respond to critical situations	CHCYTH407D	Respond to critical situations	Equivalent 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
CHCYTH5C	Support youth programs	CHCYTH505D	Support youth programs	Equivalent outcome
CHCYTH6C	Provide appropriate services for young people	CHCYTH506A	Provide services for young people appropriate to their needs and circumstances	Significant change to 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
CHCYTH8B	Manage service response to young people in crisis	CHCYTH608C	Manage service response to young people in crisis	Equivalent outcome

Note regarding version identifiers

Version identifiers will assist users to identify changes to units 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.

Overview

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 peoples 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 Skills Framework?

The National Skills Framework applies nationally, is endorsed by the Ministerial Council for Vocational and Technical Education, and comprises the Australian Quality Training Framework 2010 (AQTF 2010), 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.

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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 2010.

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.
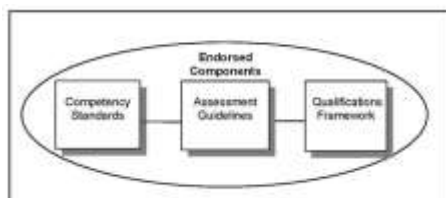
Competency Standards

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 AQTF 2010. 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.

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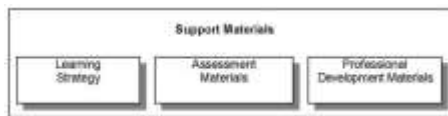
Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

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 code always before the title**.

Training Package Codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example XYZ08. 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 XYZ10108. Qualification codes are developed as follows:

- the first three letters identify the Training Package;
- the first number identifies the qualification level (noting that, in the qualification titles themselves, arabic numbers are **not** used);
- 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. 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. Unit codes are developed as follows:

- a typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in CHCAOD201D
- the first three characters signify the Training Package – CHC08 Community Services – in the above example and up to eight characters, relating to an industry sector, function or skill area, follow;

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- the last character is always a letter and identifies the unit of competency version. An 'A' at the end of the code indicates that this is the original unit of competency. 'B', or another incremented version identifier 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; and
- 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 Packages broad industry coverage.

Qualification Titles

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

- first, 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 'of' for Diploma, Advanced Diploma, Vocational Graduate Certificate and Vocational Graduate Diploma;
- then, the industry descriptor, for example Telecommunications; and
- then, if applicable, the occupational or functional stream in brackets, for example (Computer Systems).

For example: CHC30212 - Certificate III in Aged Care

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:CHCADMIN302D - Provide administrative support

Introduction to the Community Services Training Package

Introduction to the Community Services Training Package

Content of the CHC08 Community Services Training Package

The endorsed   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
- 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 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.

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

By sector e.g.
- Children's services
- Disability work
- Aged care
- Youth work
- Mental health
- Alcohol and other drugs

By client type e.g.
- Child
- Youth
- Person with a disability
- Older person
- Community
- Person in crisis
- Family needing support

By occupation e.g.
- Social worker
- Youth worker
- Community development worker

Community Services Work

By client interaction e.g.
- individual
- Family
- Group
- Community

By business operation e.g.
- Service management
- Service coordination
- Client administration

By service type e.g.
- Personal care
- Support for living
- Advocacy
- Counselling
- Mediation
- Community development
- Intervention
- Case management

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

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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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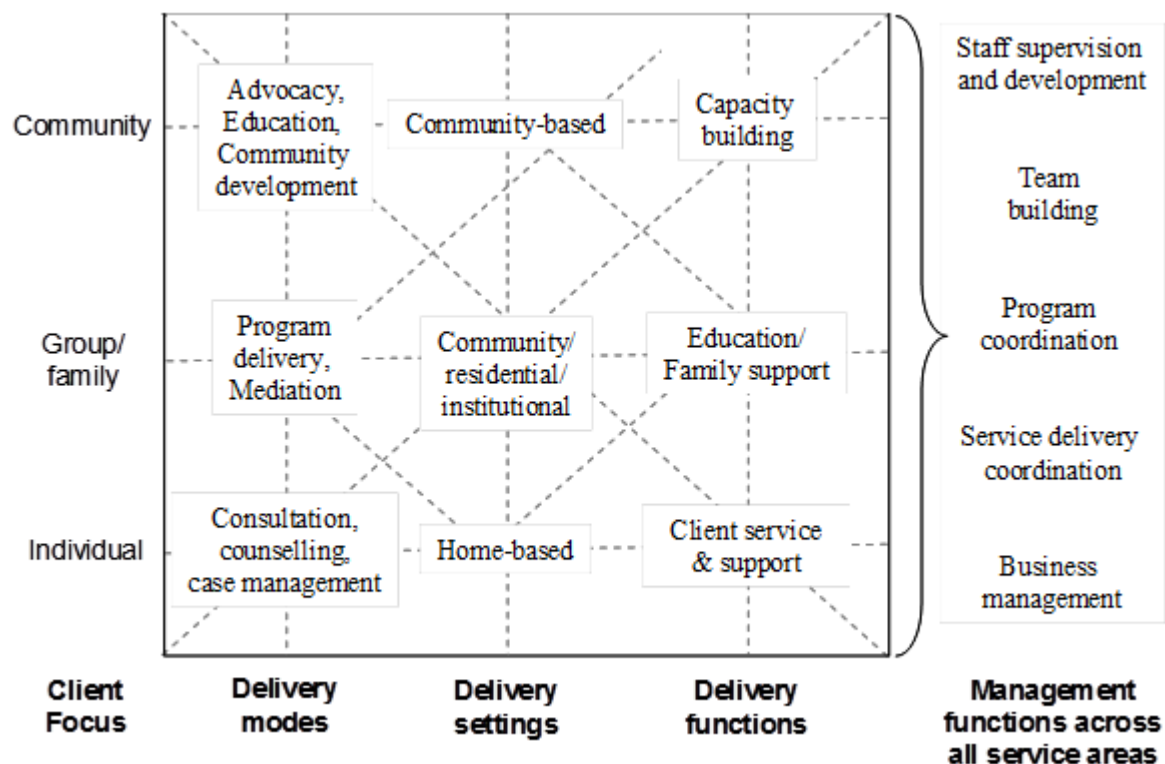
Relationship between community services and health

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
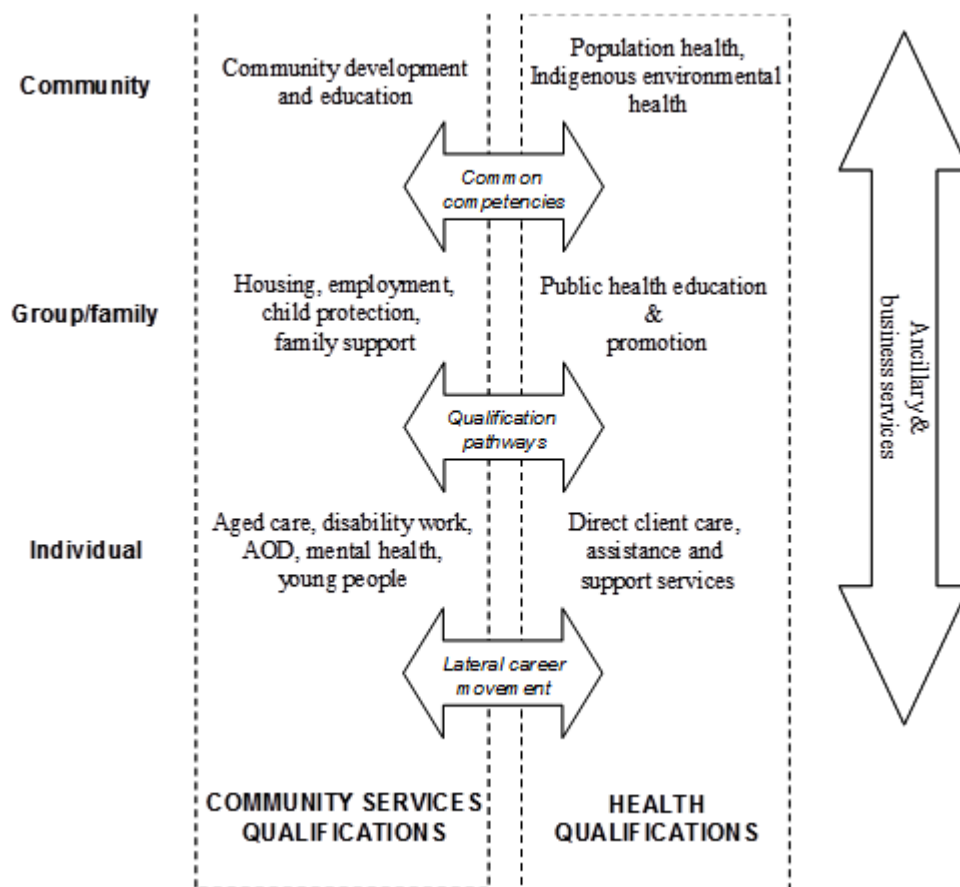
Stakeholder issues addressed in CHC02 review

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:

- 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

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- 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.

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*. http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf

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 eight AQF qualifications.

- Certificate I in ...
- Certificate II in ...
- Certificate III in ...
- Certificate IV in ...
- Diploma of ...
- Advanced Diploma of ...
- Vocational Graduate Certificate of ...
- 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 2010 *Essential Standards for Initial and Continuing 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 2010 *Essential Standards for Initial and Continuing Registration*.

Under the AQTF 2010, 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
- 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;

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- assess and record information from varied sources;
- 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 co-ordination 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
- 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
- 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 co-ordination.

The self directed application of knowledge and skills, with substantial depth in some areas where judgment 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 co-ordination 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
- 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
- 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.

Qualifications and Packaging Rules

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.

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 'these competencies meet *[insert skill set title or identified industry area]* need' on the Statement of Attainment. This wording applies only to skill sets that are formally identified as such in the endorsed Training Package. See the 2010 edition of the AQF Implementation Handbook for advice on wording on Statements of Attainment. http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf

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.

Where this section is blank, nationally recognised Skill Sets have yet to be identified in this industry.

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. lease 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. kill 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
- Management skill set - to promote and establish a Mental Health Peer Workforce
- Mediation skill set
- Medication assistance skill set
- Mental health skill set – including respond to risk of suicide
- Mental health skill set – including recognise individuals at risk
- Mental health peer leadership skill set
- 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

- Assessment, carer support and respite coordination skill set (community services)
- Development and Humanitarian Assistance – development assistance
- Development and Humanitarian Assistance – humanitarian assistance
- Homelessness support work skill set
- 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
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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 *Australian Quality Training Framework (AQTF) Essential Standards for Initial and Continuing Registration*. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

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.

Quality assessment underpins the credibility of the vocational education and training sector. The Assessment Guidelines of a Training Package are an important tool in supporting quality assessment.

Assessment within the National Skills Framework is the process of collecting evidence and making judgements 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.

Assessment must be carried out in accordance with the:

- benchmarks for assessment

- specific industry requirements
- principles of assessment
- rules of evidence
- assessment requirements set out in the AQTF

Benchmarks for Assessment

The endorsed units of competency in this Training Package 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).

Industry Requirements

The following information is relevant for trainers and assessors in working with particular groups 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.   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.

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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. 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.

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.
-

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 Work Health and Safety (WHS) 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 WHS 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 WHS 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 WHS 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.   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

HumanAbility

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:

duty of care, consent and the principles of negligence

principles of contract

HumanAbility

duty of confidentiality and privacy legislation

acceptance of limits of personal competence and the need for appropriate referral of clients to other practitioners

ethical practice issues, particularly inappropriate client relationships

limits on practice and boundary/licensing/registration issues with other practitioners

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

regulation of poisons and therapeutic goods

regulation of infection control and public health legislation

food standards and labelling regulations

complaints resolution and applicability of complaints legislation

compliance, risk management and insurance

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 *CHCORG605B 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 *CHCORG605B* 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.

Principles of Assessment

All assessments carried out by RTOs are required to demonstrate compliance with the principles of assessment:

- validity
- reliability
- flexibility
- fairness
- sufficiency

These principles must be addressed in the:

- design, establishment and management of the assessment system for this Training Package
- development of assessment tools, and
- the conduct of assessment.

Validity

Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that:

(a)   assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance

(b)   assessment of knowledge and skills must be integrated with their practical application

(c)   judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods).   The specific evidence requirements of each unit of competency provide advice on sufficiency

Reliability

Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes. Reliability requires the assessor to have the required competencies in assessment and relevant vocational competencies (or to assess in conjunction with someone who has the vocational competencies). It can only be achieved when assessors share a common interpretation of the assessment requirements of the unit(s) being assessed.

Flexibility

To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and support continuous competency development.

Fairness

Fairness in assessment requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.

Sufficiency

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough *appropriate* evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.   Sufficiency is also one of the rules of evidence.

Rules of Evidence

The rules of evidence guide the collection of evidence that address the principles of validity and reliability, guiding the collection of evidence to ensure that it is valid, sufficient, current and authentic.

Valid

Valid evidence must relate directly to the requirements of the unit of competency. In ensuring evidence is valid, assessors must ensure that the evidence collected supports demonstration of the outcomes and performance requirements of the unit of competency together with the knowledge and skills necessary for competent performance. Valid evidence must encapsulate the breadth and depth of the unit of competency, which will necessitate using a number of different assessment methods.

Sufficient

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

Current

In assessment, currency relates to the age of the evidence presented by a candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

Authentic

To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.

Assessment Requirements of the Australian Quality Training Framework

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 2010 *Essential Standards for Registration.*

The AQTF 2010 *Essential Standards for Initial and Continuing Registration* can be downloaded from <www.training.com.au>.

The following points summarise the assessment requirements.

Registration of Training Organisations

HumanAbility

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering Body in accordance with the AQTF. 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 2010 *Essential Standards for Initial and Continuing Registration*, Standard 1.

Assessor Competency Requirements

Each person involved in training and assessment must be competent for the functions they perform. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*, Standard 1 for assessor (and trainer) competency requirements.   See also the AQTF 2010 *Users' Guide to the Essential Standards for Registration* – Appendix 2.

Assessment Requirements

The RTOs assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

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 2010 *Essential Standards for Initial and Continuing Registration*.

National Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*..

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 2010 *Essential Standards for Initial and Continuing Registration.*

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 AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Recording Assessment Outcomes

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Issuing AQF qualifications and Statement 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 and the edition of the *AQF Implementation Handbook*—available on the AQF Council 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 this Training Package 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 this Training Package and the Department 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. For further information contact the Community Services and Health Industry Skills Council 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/NVR 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.

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 this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, or a recognition pathway, or a combination of the two as illustrated in the following diagram.

Units of Competency	⇨	Learning and Assessment Pathways	⇨	Statement of Attainment and/or qualification under the Australian Qualifications Framework
		⇕		
		and/or		
		⇕		
	⇨	Credit Pathways (RPL and Credit Transfer)	⇨	
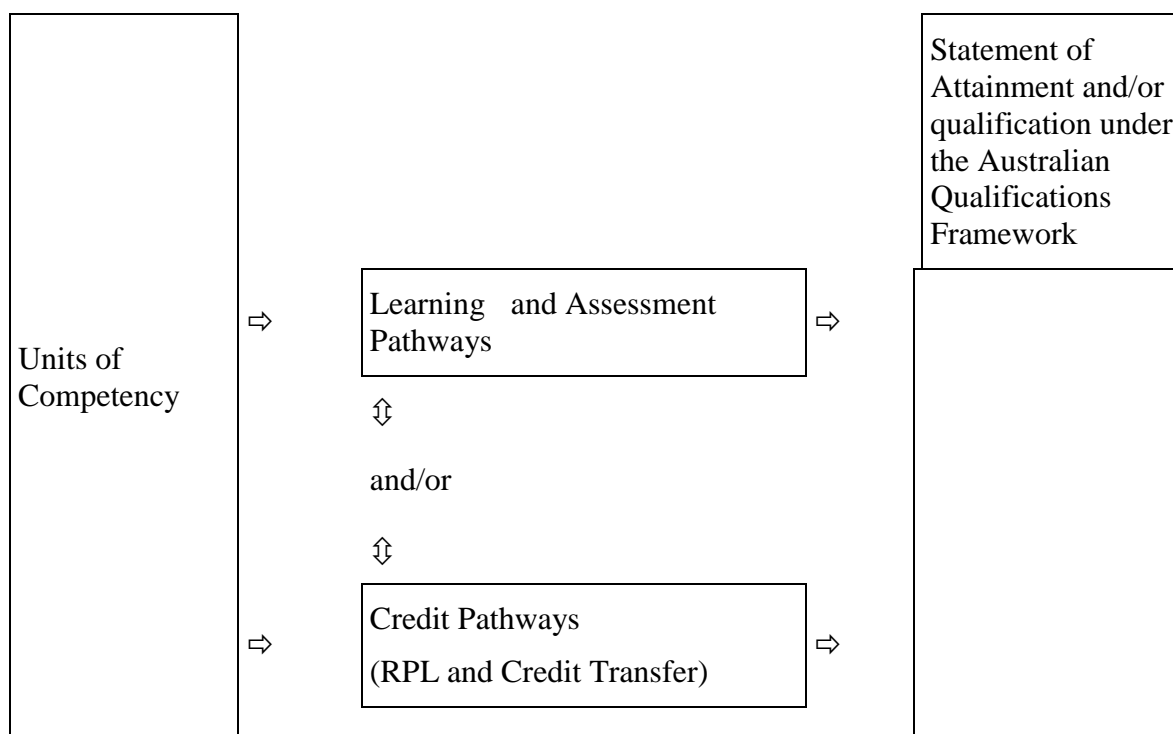
Each of these assessment pathways leads to full recognition of competencies held – the critical issue is that the candidate is competent, not how the competency was acquired.

Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training Package , the AQTF and, where relevant, the Australian Qualifications Framework.

Learning and Assessment Pathways

Usually, learning and assessment are integrated, with evidence being collected and feedback provided to the candidate at anytime throughout the learning and assessment process.

Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve 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.

Credit Pathways

Credit is the value assigned for the recognition of equivalence in content between different types of learning and/or qualifications which reduces the volume of learning required to achieve a qualification.

Credit arrangements must be offered by all RTOs that offer Training Package qualifications. Each RTO must have a systematic institutional approach with clear, accessible and transparent policies and procedures.

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 acquired, provided that the learning is relevant to the unit of competency outcomes.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is an assessment process which determines the credit outcomes of an individual application for credit.

The availability of Recognition of Prior Learning (RPL) provides all potential learners with access to credit opportunities.

The recognition of prior learning pathway is appropriate for candidates who have previously attained skills and knowledge and who, when enrolling in qualifications, seek to shorten the duration of their training and either continue or commence working.   This may include the following groups of people:

- 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.
-

As with all assessment, RPL assessment should be undertaken by academic or teaching staff with expertise in the subject, content of skills area, as well as knowledge of and expertise in RPL assessment policies and procedures.

Assessment methods used for RPL should provide a range of ways for individuals to demonstrate that they have met the required outcomes and can be granted credit. These might include:

- questioning (oral or written)
- consideration of a portfolio and review of contents
- consideration of third party reports and/or other documentation such as documentation such as articles, reports, project material, papers, testimonials or other products prepared by the RPL applicant that relate to the learning outcomes of the relevant qualification component
- mapping of learning outcomes from prior formal or non-formal learning to the relevant qualification components
- observation of performance, and
- participation in structured assessment activities the individual would normally be required to undertake if they were enrolled in the qualification component/s.

In a 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. Where the outcomes of this process indicate that the candidate is competent, structured training is not required.   The RPL requirements of the AQTF 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, work samples and/or observation of the candidate. 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).

Credit Transfer

Credit transfer is a process which provides learners with agreed and consistent credit outcomes based on equivalences in content between matched qualifications.

This process involves education institutions:

- mapping, comparing and evaluating the extent to which the defined *learning outcomes and assessment requirements* of the individual *components of one qualification* are equivalent to the learning outcomes and assessment requirements of the individual components of another qualification
- making an educational judgment of the credit outcomes to be assigned between the matched components of the two qualifications
- setting out the agreed credit outcomes in a documented arrangement or agreement, and
- publicising the arrangement/agreement and credit available.

Combination of Pathways

Credit may be awarded on the basis of a combination of credit transfer plus an individual RPL assessment for additional learning. Once credit has been awarded on the basis of RPL, subsequent credit transfer based on these learning outcomes should not include revisiting the RPL assessment but should be based on credit transfer or articulation or other arrangements between providers.

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

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This section identifies the specific requirements on the vocational competence and experience for assessors, to ensure that they meet the needs of industry and their obligations under AQTF, 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 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, and

b)   have the relevant vocational competencies at least to the level being delivered or assessed, and

c)   can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and

d)   continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.

* See AQTF 2010 *Users' Guide to the Essential Standards for Registration* – Appendix 2

Designing Assessment Tools

This section provides an overview on 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 relate to the current version of the relevant unit of competency. The current unit of competency can be checked on the National Register <*www.ntis.gov.au*>.

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; and
- meet the assessment requirements expressed in the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

A key reference for assessors developing assessment tools is TAE10 Training and Education Training Package.

Language, Literacy and Numeracy

The design of assessment tools must reflect the language, literacy and numeracy competencies required for the performance of a task in the workplace and not exceed these expectations.

Conducting Assessment

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

Mandatory Assessment Requirements

Assessments must meet the criteria set out in the AQTF 2010 *Essential Standards for Initial and Continuing Registration*. For information, the mandatory assessment requirements from Standard 1 from the AQTF 2010 *Essential Standards for Initial and Continuing 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

d) is systematically validated.

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.
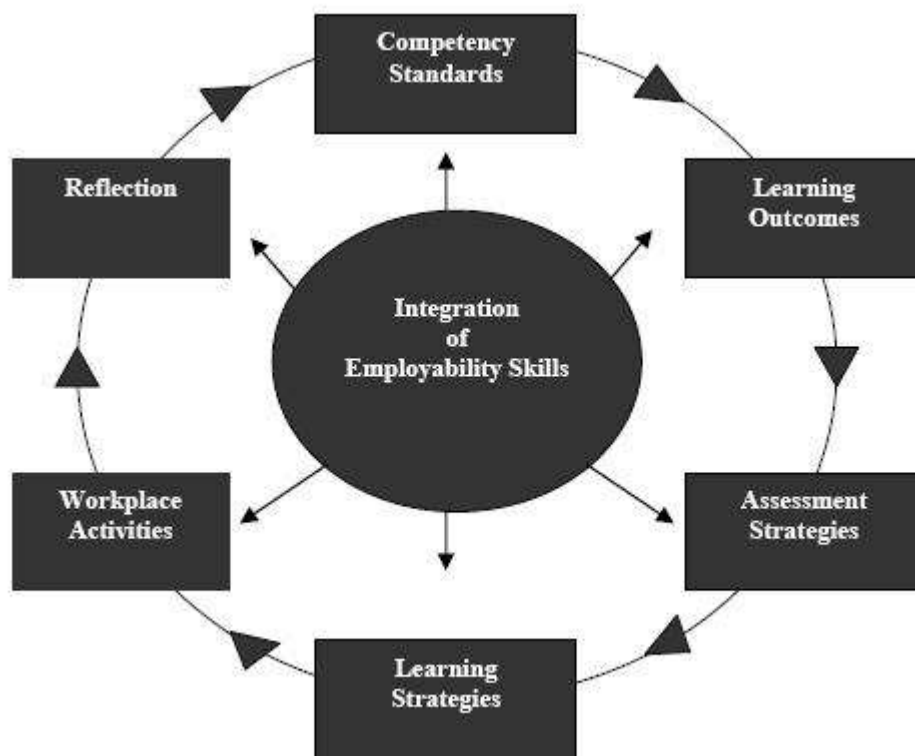
Employability Skills are embedded within each unit of competency, and an Employability Skills Summary is available for each qualification. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

- 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.

The National Quality Council has endorsed a model for assessing and reporting Employability Skills, which contains further suggestions about good practice strategies in teaching, assessing, learning and reporting Employability Skills. The model is available from <http://www.training.com.au/>.

The endorsed approach includes learners downloading qualification specific Employability Skills Summaries for Training Package qualifications from an online repository at <http://employabilityskills.training.com.au>

For more information on Employability Skills in

Community Services Training Packages go to the Community Services and Health website at www.cshisc.com.au

Employability Skills are reported on each qualification using the following statement on the qualification testamur: "A summary of the Employability Skills developed through this qualification can be downloaded from http://employabilityskills.training.com.au "

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.

The Training Package Guidelines provides more information on reasonable adjustment, including examples of adjustments. *Go to http://www.deewr.gov.au/tpdh/Pages/home.aspx* .

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.

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Contacts

Community Services and Health Industry Skills Council

PO Box H61, Australia Square, NSW, 1215

Web: www.cshisc.com.au

Email: admin@cshisc.com.au

Ph: (02) 8226 6600

Fax: (02) 8226 6601

Technical and Vocational Education and
Training (TVET) Australia Limited
Level 21, 390 St Kilda Road, Melbourne
VIC 3150
PO Box 12211, A'Beckett Street Post Office,
Melbourne, Victoria, 8006
Ph: +61 3 9832 8100
Fax: +61 3 9832 8198
Email: sales@tvetaustralia.com.au
Web: www.tvetaustralia.com.au

For information on the TAE10 Training and
Education Training Package contact:

Innovation & Business Skills Australia

Telephone: (03) 9815 7000
Facsimile: (03) 9815 7001
Email: virtual@ibsa.org.au

Web: www.ibsa.org.au

General Resources

*AQF Implementation Handbook, Fourth Edition 2007. Australian Qualifications Framework
Advisory Board, 2002 <www.aqf.edu.au>*

Australian Quality Training Framework (AQTF) and *AQTF 2010 Users' Guide to the
Essential Standards for Registration –
http://www.training.com.au/pages/menuitem5cbe14d51b49dd34b225261017a62dbc.aspx*

For general information and resources go to http://www.training.com.au/

The National Register is an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses - <www.ntis.gov.au>

The Training Package Development Handbook site provides National Quality Council policy for the development of Training Packages. The site also provides guidance material for the application of that policy, and other useful information and links. http://www.deewr.gov.au/Skills/Overview/Policy/TPDH/Pages/main.aspx

Assessment Resources

Registered training organisations (RTOs) are at the forefront of vocational education and training (VET) in Australia.   They translate the needs of industry into relevant, quality, client-focussed training and assessment.

RTOs should strive for innovation in VET teaching and learning practices and develop highly flexible approaches to assessment which take cognisance of specific needs of learners, in order to improve delivery and outcomes of training.

Resources can be purchased or accessed from:

- TVET Australia – provides an integrated service to enable users of the national training system to identify and acquire training materials, identify copyright requirements and enter licenses for use of that material consistent with the scope and direction of the NQC.

    http://www.productservices.tvetaustralia.com.au/

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 focussing on the learning process itself.

Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards 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.

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Contextualisation of Units of Competency by RTOs

Registered Training Organisations (RTOs) may contextualise units of competency in this endorsed Training Package to reflect required local outcomes. 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 Training Package must be within the bounds of the following advice:

- RTOs must not remove or add to the number and content of elements and performance criteria.
- RTOs can include specific industry terminology in the range statement.
- Any amendments and additions to the range statement made by RTOs must not diminish the breadth of application of the competency, or reduce its portability.
- RTOs may add detail to the evidence guide in areas such as the critical aspects of evidence or required resources and infrastructure—but only where these expand the breadth of the competency and do not limit its use.

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

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 Title	Give formal presentations and take part in meetings **(Communication)**
Unit Descriptor	This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change. **(Initiative and enterprise)**
Element	Proactively resolve issues. (problem solving)
Performance Criteria	Information is organised in a format suitable for analysis and dissemination in accordance with organisational requirements. **(Planning and organising)**
Range Statement	Software applications may include email, internet, word processing, spreadsheet, database or accounting packages. (technology)
Required Skills and Knowledge	Modify activities depending on differing workplace contexts, risk situations and environments. **(Learning)** Work collaboratively with others during a fire emergency. (teamwork) Instructions, procedures and other information relevant the maintenance of vessel and port security. **(Communication)**
Evidence Guide	Evidence of having worked constructively with a wide range of community groups and stakeholders to solve problems and adapt or design new solutions to meet identified needs in crime prevention. In particular, evidence must be obtained on the ability to: • assess response options to identified crime-prevention needs and determine the optimal action to be implemented • in consultation with relevant others, design an initiative to address identified issues. **(Initiative and enterprise).**

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.

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.

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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.

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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.

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

Pathway qualifications

Candidates may enter any of these qualifications and progress to higher level qualifications across the community sector

CHC10108 Certificate I in Work Preparation (Community services)

CHC20108 Certificate II in Community Services

CHC30108 Certificate III in Community Services Work

Individual client support qualifications

Qualifications in aged care, home and community care and disability

In addition to pathways within each sector as identified below, some skills and knowledge are transferable across these three sectors at Certificate III and IV levels

CHC30208 Certificate III in Aged Care	CHC30308 Certificate III in Home and Community Care	CHC30408 Certificate III in Disability

↓ ↓ ↓

CHC40108 Certificate IV in Aged Care	CHC40208 Certificate IV in Home and Community Care	CHC40308 Certificate IV in Disability

↓

CHC50108 Diploma of Disability

↓

CHC60108 Advanced Diploma of Disability
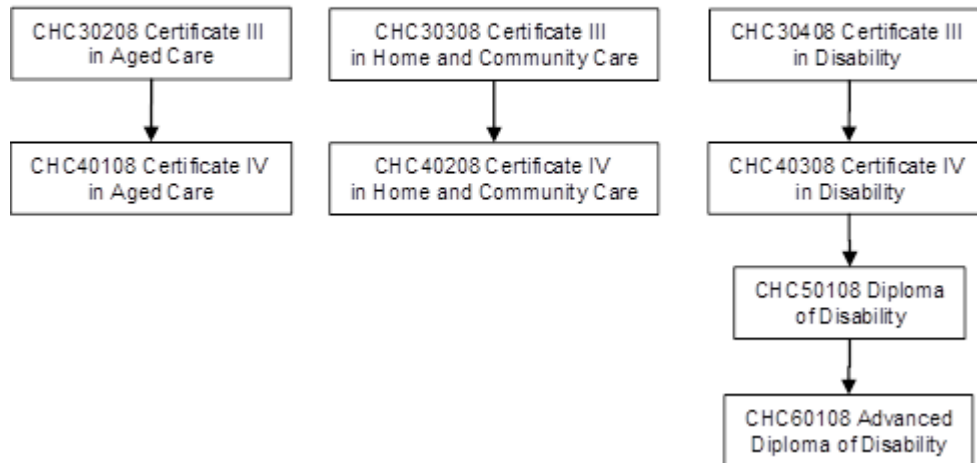
Qualifications in mental health and alcohol and other drugs

CHC40408 Certificate IV in Alcohol and Other Drugs Work	CHC40508 Certificate IV in Mental Health

↓

CHC50208 Diploma of Community Services (Mental health), (Alcohol and other drugs), (Alcohol, other drugs and mental health)
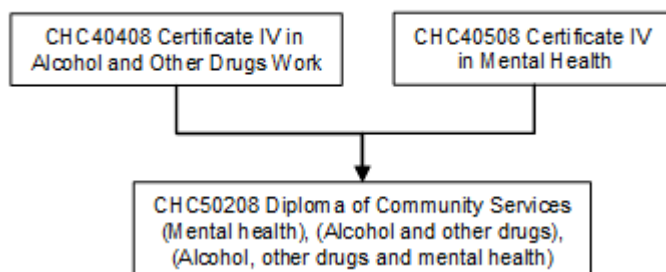
Qualifications in leisure and health

CHC40608 Certificate IV in Leisure and Health

↓

CHC50308 Diploma of Leisure and Health
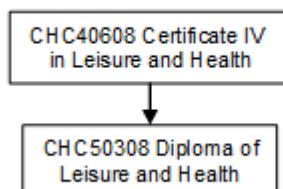
Community services and development qualifications

Qualifications in community services and community development

```
┌─────────────────────────┐      ┌─────────────────────────┐
│ CHC40708 Certificate IV │      │ CHC40808 Certificate IV in│
│ in Community Services Work│      │ Community Development    │
└─────────────────────────┘      └─────────────────────────┘
            │                                  │
            ▼                                  ▼
┌─────────────────────────┐      ┌─────────────────────────┐
│ CHC50408 Diploma of     │      │ CHC50508 Diploma of     │
│ Community Services Work  │      │ Community Development    │
└─────────────────────────┘      └─────────────────────────┘
```
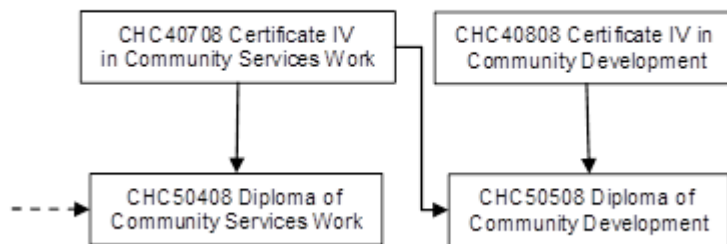
Qualifications in social housing

```
┌─────────────────────────┐
│ CHC30508 Certificate III│
│ in Social Housing       │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│ CHC40908 Certificate IV │
│ in Social Housing       │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│ CHC50608 Diploma        │
│ of Social Housing       │
└─────────────────────────┘
```
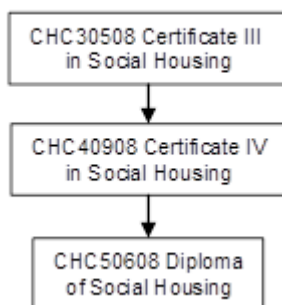
Qualifications in active volunteering

```
┌─────────────────────────┐
│ CHC10208 Certificate I  │
│ in Active Volunteering  │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│ CHC20208 Certificate II │
│ in Active Volunteering  │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│ CHC30608 Certificate III│
│ in Active Volunteering  │
└─────────────────────────┘
```
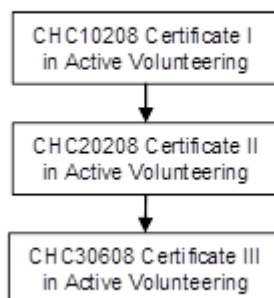
Qualifications in advocacy and pastoral care

These entry level qualifications may provide a
foundation for a range of higher level qualifications

```
┌─────────────────────────┐      ┌─────────────────────────┐
│ CHC41008 Certificate IV │      │ CHC41108 Certificate IV │
│ in Community Services Advocacy│ │ in Pastoral Care        │
└─────────────────────────┘      └─────────────────────────┘
```

HumanAbility

Children's and youth services qualifications

Qualifications in children's services
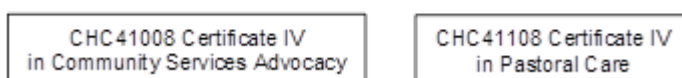
```
CHC30708 Certificate III in
Children's Services
        |
        |---------------> CHC41208 Certificate IV in
        v                  Children's Services
CHC50908 Diploma of        (Outside school hours care)
Children's Services                 |
(Early childhood education          v
and care)                  CHC51008 Diploma of
        |                  Children's Services
        v                  (Outside school hours care)
CHC60208 Advanced
Diploma of Children's Services
```
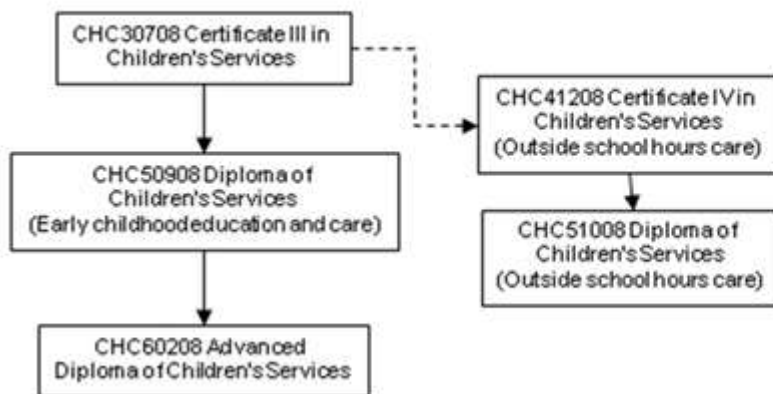
Qualifications in education support

```
CHC30808 Certificate III
in Education Support
        |
        v
CHC41508 Certificate IV in
Education Support
        |
        v
CHC51308 Diploma of
Education Support
```

Qualifications in children's contact services

```
CHC41308 Certificate IV in
Children's Contact Services Work
        |
        v
CHC50908 Diploma of
Children's Contact Services Work
```

Qualifications in child, youth and family intervention

```
CHC41408 Certificate IV in
Child, Youth and Family Intervention
(Residential and out of home care),
(Child protection), (Family support)
        |
        v
CHC51008 Diploma of
Child, Youth and Family Intervention
        |
        v
CHC70108 Vocational Graduate Certificate
in Community Services Practice
(Statutory child protection)
```

```
CHC41608 Certificate IV in
Youth Work
        |
        v
CHC51208 Diploma of
Youth Work
```

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CHC41708 Certificate IV in
Youth Justice
        |
        v
CHC51508 Diploma of
Youth Justice
```

Client services qualifications

Qualifications in employment services and career development
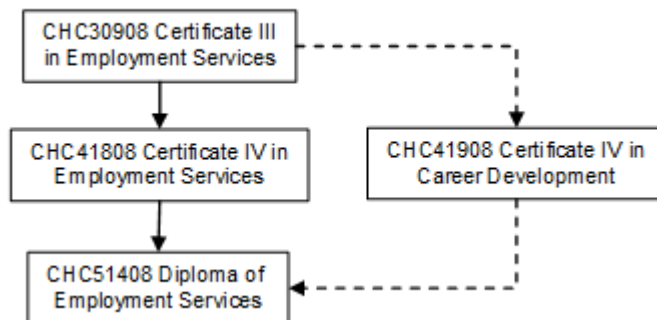
Qualifications in information, advice, referral, counselling and mediation
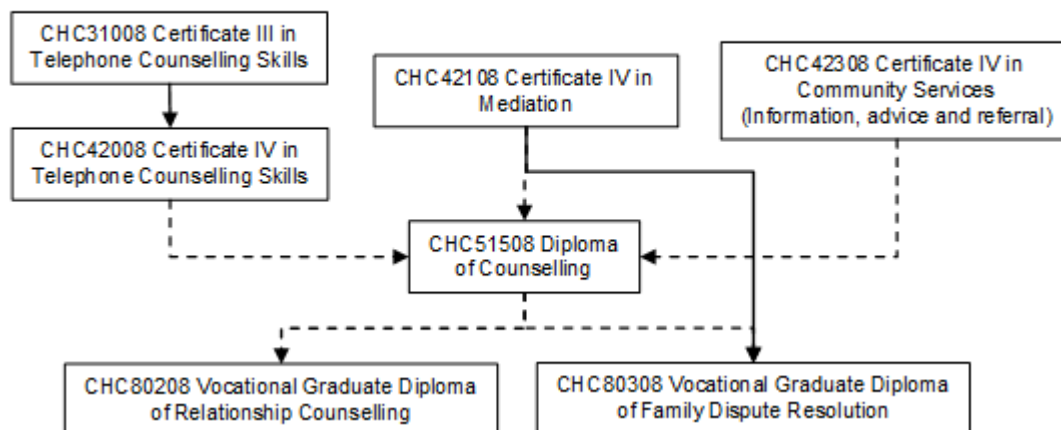
Qualifications in relationship education and family intake and support

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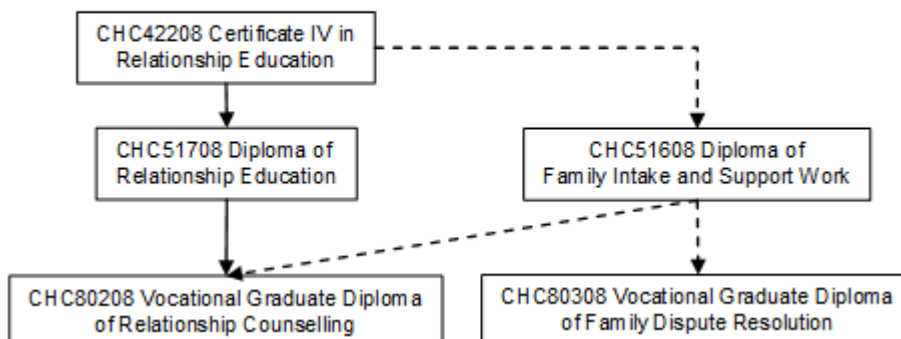
Qualifications in case management, financial counselling and celebrancy
These qualifications may build on qualifications and/or work experience in a wide range of contexts

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┌──────────────────────────────┐  ┌──────────────────────────┐  ┌──────────────────────┐
│ CHC51808 Diploma of          │  │ CHC51908 Diploma of      │  │ CHC42408 Certificate IV │
│ Community Services (Case     │  │ Community Services       │  │ in Celebrancy        │
│ management)                  │  │ (Financial counselling)  │  │                      │
└──────────────────────────────┘  └──────────────────────────┘  └──────────────────────┘
              │
              ▼
┌────────────────────────────────────┐
│ CHC70108 Vocational Graduate        │
│ Certificate in Community Services   │
│ Practice (Client assessment and     │
│ case management)                    │
└────────────────────────────────────┘
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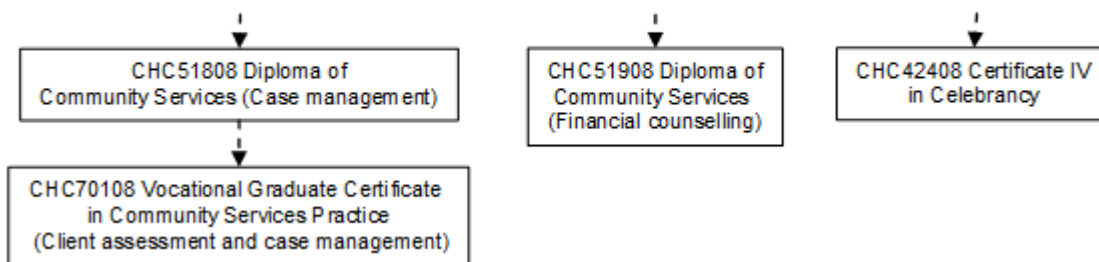
Community sector coordination / management qualifications

Qualifications in coordination / management in the community sector
Multiple pathways are available for entry to these qualifications

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┌──────────────────────────────────┐
│ CHC42508 Certificate IV in        │
│ Volunteer Program Coordination    │
└──────────────────────────────────┘
              │
              ▼
┌──────────────────────────────────┐
│ CHC52008 Diploma of               │
│ Community Services Coordination   │
└──────────────────────────────────┘
              │
              ▼
┌──────────────────────────────────┐
│ CHC60308 Advanced Diploma         │
│ of Community Sector Management    │
└──────────────────────────────────┘
              │
              ▼
┌──────────────────────────────────┐
│ CHC80108 Vocational Graduate      │
│ Diploma of Community Sector       │
│ Management                        │
└──────────────────────────────────┘
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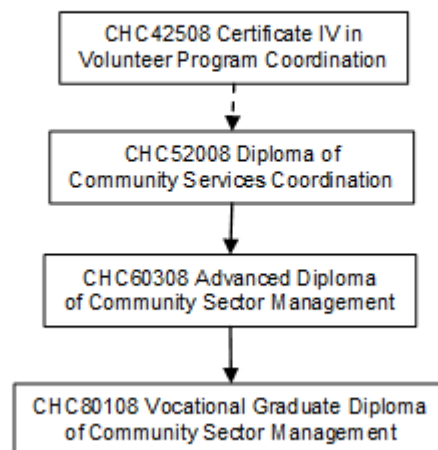
Community sector advanced practice qualifications

Qualifications in advanced practice in the community sector
Multiple pathways are available for entry to these qualifications

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┌────────────────────────────────────┐   ┌──────────────────────────────────┐
│ CHC70108 Vocational Graduate        │   │ CHC70208 Vocational Graduate      │
│ Certificate in Community Services   │   │ Certificate in Career Development │
│ Practice (Statutory child           │   │ Practice                          │
│ protection) (Client assessment and  │   │                                   │
│ case management)                     │   │                                   │
└────────────────────────────────────┘   └──────────────────────────────────┘
              │                                        │
              ▼                                        ▼
┌────────────────────────────────────┐   ┌──────────────────────────────────┐
│ CHC80208 Vocational Graduate        │   │ CHC80308 Vocational Graduate      │
│ Diploma of Relationship Counselling │   │ Diploma of Family Dispute         │
│                                     │   │ Resolution                        │
└────────────────────────────────────┘   └──────────────────────────────────┘
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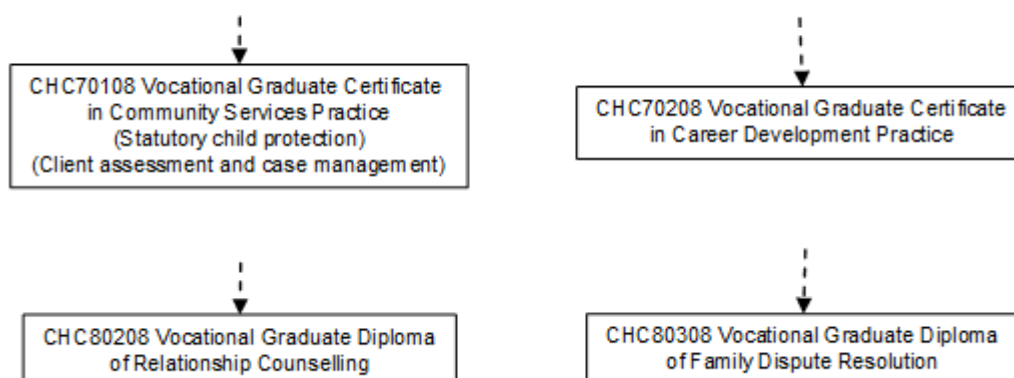
Introduction to the Employability Skills Qualification Summaries

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. 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.

Employability Skills Framework							
Communication	**Teamwork**	**Problem solving**	**Initiative and enterprise**	**Planning and organising**	**Self management**	**Learning**	**Technology**
(facets of the skill identified applicable to the jobs/occupations covered) 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 appropriat ely assertive							
	12. Empathisi ng							

*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

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

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

HumanAbility

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

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

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

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 *(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 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:

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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 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)**

HumanAbility

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

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

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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:
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*)

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EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	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)* 6. Working within [or establishing]*clear work goals and deliverables 7. Determining or applying required resources *(ie. within*

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	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)*
Technology	1. Using technology and related workplace equipment *(ie. if within scope of own role)* 2. Using basic technology skills to organise data

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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
	[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

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

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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 5. Learning new skills and techniques 6. Taking responsibility for own learning *(ie. within scope of*

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

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*

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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 (*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*)

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

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterpr*ise requirements for this* **qualification include the following facets:**
	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)
	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

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EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterpr*ise requirements for this* **qualification include the following facets:**
	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)* 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)*

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EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterpr*ise requirements for this* **qualification include the following facets:**
	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]*

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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* 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

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 *(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*

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

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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 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

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

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

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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)* 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

HumanAbility

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

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***

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

HumanAbility

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

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 *(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

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*

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

HumanAbility

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

HumanAbility

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

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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 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*)

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

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

HumanAbility

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 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*

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EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	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*
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	1. Adapting to new situations *ie. within scope of own role* 2. Being creative in response to workplace challenges *within*

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

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

HumanAbility

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

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*

HumanAbility

Employability Skills	Facets Addressed (*Industry/enterprise requirements for this qualification include the following facets.*)
	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
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

Employability Skills	Facets Addressed (*Industry/enterprise requirements for this qualification include the following facets.*)
	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 organising	1. Collecting, analysing and organising information (*ie. within scope of own role*) 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

Employability Skills	Facets Addressed (*Industry/enterprise requirements for this qualification include the following facets.*)
	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)* 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*

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Employability Skills	Facets Addressed (*Industry/enterprise requirements for this qualification include the following facets.*)
	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
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)*

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Employability Skills	Facets Addressed (*Industry/enterprise requirements for this qualification include the following facets.*)
	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
	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)*

HumanAbility

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 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

HumanAbility

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,*

HumanAbility

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

HumanAbility

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

HumanAbility

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 *(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

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,

     HumanAbility

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

HumanAbility

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

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

HumanAbility

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 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*

HumanAbility

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

HumanAbility

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

HumanAbility

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

HumanAbility

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

HumanAbility

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

         HumanAbility

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

HumanAbility

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

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

HumanAbility

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

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

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*

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

HumanAbility

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)*

HumanAbility

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

HumanAbility

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 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

HumanAbility

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. 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)* 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

HumanAbility

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

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

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*

HumanAbility

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

HumanAbility

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

HumanAbility

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

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

     HumanAbility

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

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

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

     HumanAbility

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	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)* 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	1. Collecting, analysing and organising information *(ie.*

HumanAbility

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

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